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ABSTRACT

This guide suggests social studies learning activities for developing specific concepts in grades K-12. A related document, SO 013 465, lists the concepts and generalizations upon which a comprehensive K-12 social studies program should be built. Although written for teachers and curriculum specialists involved in curriculum development in Oregon, both documents can be easily used by educators in other states. The guide is organized by grade level and by concept. Major concepts are kindergarten--self-concept, rights, and responsibilities; grade 1--family members, interpersonal relationships; grade 2--money, property, and natural resources; grade 3--communities; grade 4--energy resources, resource management; grade 5--Western Hemisphere; grade 6--technological advances; grade 7--selecting settlement sites; grade 8--U.S. history; grade 9--civilizations, governmental structures; grades 10, 11, and 12--U.S. history, people and society, and global studies. For each concept the following information is provided: state, district, and program goals; unit goal; skills to be developed; and descriptions of learning activities. The activities are many and varied. Students critique films, develop wall charts, read books, take field trips, do role-playing activities, and are involved in classroom discussions. (Author/RM)

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LEARNING ACTIVITIES FOR SOCIAL STUDIES IN OREGON SCHOOLS

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1981

Oregon State Dept. of Education, Salem.

SO 013 465

Kindergarten

BUILDING A STRONG SELF-CONCEPT REQUIRES THAT WE UNDERSTAND AND ACCEPT OURSELVES

Concepts: Self-concept
Acceptance
Dignity of individuals
Interdependence

State Goal: INDIVIDUAL

District Goal: Students will be able to develop good character, self-respect, pride in work, and a feeling of self-worth through positive reinforcement.

Program Goal: Students will be able to develop an awareness of self and society's values, and be able to identify individual positions.

Unit Goal: Students will be able to develop personal senses of worth as unique and worthwhile individuals.

Dimensions of Study:

Skill Development	Learning Activities
	Opener:
Thinking: Listening	Tell students you are going to describe a class member and to listen closely to see if they can recognize the person from the description. In your description, give physical characteristics, at least one strength, composition of family and one experience student has had, such as:
	This person is wearing brown pants, a dark brown sweater, has long wavy hair, and is tall and slender. She tells good stories, has a mother and father and a baby brother. She flew to Minnesota to visit her grandmother during summer vacation.
	When students have determined who the student is, discuss how they knew who it was.
Comparing and Contrasting	Select another student who possesses many of the same characteristics. Lead students to see that although we may have many things in common, we each have unique characteristics which distinguish us one from another.
	Give students time to describe themselves, citing at least one unique characteristic.

Kindergarten: Self-Concept

Skill Development	Learning Activities
Thinking: Observing	1. Show students one or more of the following films. All deal with the uniqueness and importance of individuals. (All films from the ESD collection.) "I'm the Only Me" (four minutes ENBE-Encyclopedia Britannica, 1973) "Why You Are You" (nine minutes BREN-Brentwood, 1971) "The Most Important Person" (four minutes ENBE-Encyclopedia Britannica, 1973) "How Do We Look" (four minutes ENBE-Encyclopedia Britannica, 1973) "There's Nobody Else But You" (14 minutes AIMS-Instructional Media Services, 1973)
Analyzing	Discuss film(s), working toward an understanding of the uniqueness of individuals and accepting of ourselves.
Thinking: Predicting	2. Ask: How would you feel if your mother told you you were moving to San Francisco? Let all students express their feelings and reasons for their feelings.
Analyzing	Discuss how feelings differ among students. Lead to the concept that feelings differ because each person is unique.
Thinking: Applying	3. Provide hand or finger puppets for students to use. Give students a variety of situations to act out with the puppets. Situations should be designed to reflect the students' self-concepts. For example: a. Receiving guests at the student's birthday party. b. Meeting the mother of a friend with whom the student is spending the night. c. Greeting a visitor who comes to the classroom.

Skill Development	Learning Activities
	d. Giving another person a gift the student has made. e. Taking a message to the school secretary.
Analyzing	After each presentation, lead the students to discuss why they portrayed the situation as they did. Discuss alternatives. Discuss how students have actually felt in the same or similar situations.
Thinking: Observing	4. Introduce the terms "host" and "hostess." Write terms on board. Have students observe similarities and differences in the terms.
Reading: Increasing Vocabulary	Discuss meaning of terms and the characteristics of a good host or hostess. List qualities on board. Let students volunteer to serve as host or hostess for snack time.
Thinking: Recalling	5. With students, list the chores necessary to keep the classroom a pleasant place to work, learn and play; e.g., water plants, clean sink, put equipment away.
Thinking: Listening	6. Read The Bremen Town Musicians from the Brothers Grimm or any similar story where individual strengths are used to solve a problem. Interpretation of story: ask--
Recalling	a. What happened in the story? b. What did the donkey have to contribute? Cat? Rooster? Dog? c. How was the problem solved?
Analyzing	d. What strengths do you have? (Debby? Johnny? Susie? Mary?)
Thinking: Recalling Analyzing	7. Refer to list of chores from Activity 5. Building on the discussion of individual strengths from Activity 6, lead students to assume tasks because "they are the most qualified."
Thinking: Observing Recalling Classifying	8. Develop a large wall chart similar to the illustrative model. If possible, take photographs of the students during class time. Place the photos in the "Individuals" column with students' names below their pictures. Let the students dictate the information

Skill Development	Learning Activities
	which pertains to them. In the "Experiences" column, strive to have students recall experiences they've had which other class members have not had, thus building the concept that we as individuals are unique in a number of ways.
Thinking: Observing	9. When chart has been completed, guide students to interpret by asking: a. What do you see as you look at the chart?
Comparing and Contrasting	b. What things do you see that are different about the individuals in our class?
	c. What things do you see that are the same?
Generalizing	d. What can we say about the people in our class?
Thinking: Observing Applying	10. Make arrangements for students to observe an upper grade physical education class. Have students observe the class to determine the similarities and differences among the upper grade students. Encourage kindergarten students to observe particular strengths of upper grade students.

Kindergarten

PEOPLE OFTEN ASSUME DIFFERENT ROLES FOR DIFFERENT GROUPS OR SITUATIONS

Concepts: Rights and responsibilities

State Goal: PRODUCER

District Goal: Students will be able to get along with people with whom they work and live, and understand their differences.

Program Goal: Students will be able to participate in societal activities as individuals, family members, and as members of other groups.

Unit Goal: Students will be able to function as responsible persons in a variety of groups and situations.

Dimensions of Study:

Skill Development	Learning Activities
	Opener: Play a game of "Follow the Leader" with the teacher as the leader. After an appropriate amount of play, call a halt to the game.
	Ask:
Thinking: Recalling	a. How did you know what to do in the game? b. What do we call the person who told you what to do?
Reading: Increasing Vocabulary	c. What do we call the people who do what the leader tells them to do? (Using stick figures, draw a leader with followers.)
	Discuss the meanings of the terms. Tell students "leader" and "follower" are two of the roles people sometimes have. Develop the meaning of the term "role."
Thinking: Applying	Provide time for students to play "Follow the Leader" with students taking turns being the leader. Discuss the responsibilities of the leader and the responsibilities of the followers.
Predicting	Explore what might happen to the game if either the leader or the followers did not fulfill their responsibilities.
Recalling	Discuss other situations when people are put into a leader or follower role. Encourage students to relate instances when they have been in the role of leader or follower.

Kindergarten: Rights and Responsibilities

Skill Development	Learning Activities
Thinking: Classifying	1. Provide students with large pieces of drawing paper on which to draw pictures of the members of their families doing something. Label for the students the members of the family, as: mother, father, brother, sister, grandmother.
Thinking: Recalling Applying	2. Display family pictures. Review the meaning of the word "role." Discuss the role of a mother in the family, a father, an older sibling, a younger sibling, etc., avoiding stereotypes.
Thinking: Observing Recalling	3. From the library picture file, obtain pictures of workers typical of those found in the community, such as nurse, police officer, log truck driver, actor. Discuss the role of each worker.
Thinking: Recalling CAREER AWARENESS	4. Give students large sheets of drawing paper. Instruct students to draw their parents at their jobs. Develop the concepts of volunteer work and jobs within the home to help students understand that some people work without receiving monetary pay and that sometimes people are unemployed but still have jobs to do within the home.
Thinking: Analyzing	5. As students display pictures of their parents at work, guide students to define the roles their parents have as workers in paid or unpaid jobs.
Thinking: Observing/Listening	6. Arrange for students to visit various workers within the school plant, including the custodian, bus driver, aide, cook, volunteer worker, principal, librarian, music teacher, counselor, secretary. Have the various workers describe their roles as school workers and share their roles as family members by showing photographs of children, grandchildren, husbands, or wives and relating some of the things they do in their roles as family members.
Thinking: Applying CAREER AWARENESS	7. Provide students opportunities to dramatize some of the roles their parents or school personnel have in their work.

Skill Development	Learning Activities
Thinking: Observing/Listening	8. Show film "Families and Learning: Everyone's a Teacher" (ESD collection--ten minutes MCGR-McGraw-Hill, 1967). Discuss the roles of teacher and learner within the family structure.
Thinking: Recalling Comparing and Contrasting Applying	9. List and discuss the roles students have within the school situation; e.g., listener, observer, speaker, leader, follower. Throughout the day, allow students to take turns assuming different roles.
Evaluating	Evaluate with students how effectively they handle various roles such as listeners, speakers, leaders.
Thinking: Observing/Listening CAREER AWARENESS	10. Make arrangements to take a field trip to a nearby supermarket or grocery to observe the different roles present. Have the manager, checker, stockperson, carryout person, meat cutter, etc., describe their jobs to students. Observe and discuss the role of customers in the store.
Thinking: Applying	11. Have students set up a play grocery or supermarket and assume the different roles observed.
Thinking: Observing/Listening	12. Show some or all of the following: (ESD collection--Career Awareness Field Trip Series GUIA-Guidance Associates, 1974).
CAREER AWARENESS	"Off We Go to the Bike Factory" "Off We Go to the House Built in a Hurry" "Off We Go to the Orange Grove" "Off We Go to the Poster Printer" Discuss the various workers shown and the roles they play in the industry.
Thinking: Applying	13. Set up career centers in the room. Provide opportunities for students to portray different workers in the centers.

Skills Development	Learning Activities
Thinking: Comparing and Contrasting	14. Invite at least one parent in to demonstrate how roles change. A mother of an infant might demonstrate caring for an infant in the role of mother, studying in the role of college student, fixing telephones in the role of a telephone company worker.
Reading: Increasing Vocabulary	Optional Activity: Arrange to have as a room guest a person who wears an occupational uniform, such as a firefighter, nurse, pilot, military person, mechanic. Demonstrate the origin of the colloquialism "Wears different hats."
CAREER AWARENESS	15. Let individual students decide what they would like to be "when they grow up" and portray those roles to other class members.

First Grade

THE ROLE OF AN INDIVIDUAL WITHIN A FAMILY MAY BE INFLUENCED BY THE COMPOSITION OF THE FAMILY

Concepts: Role-duties, Family members, Change, Difference, Dignity of individuals, Interdependence

State Goal: FAMILY MEMBER

District Goal: Students will be able to recognize, understand, and cope with changes in themselves and their environments.

Program Goal: Students will be able to understand and regard individual and cultural differences and similarities.

Unit Goal: Students will be able to describe roles within families.

Dimensions of Study:

Type of Family*	Members in Family	Duties of Family Members
One-parent		
Nuclear		
Extended		

Skill Development	Learning Activities
	Opener:
Thinking: Recalling	Provide students with large sheets of drawing paper. Instruct students to draw the people in their families, showing each person doing something.
	After pictures are drawn, help students with captions for their pictures. Captions should be simple, but informative, such as:
Communicating: Writing	My mother and father are reading. My brother John is playing. I am feeding our cat Harvey.

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*Students should not be asked to discuss individual families.

Grade One: Family Members

Skill Development — **Learning Activities**

Display pictures with captions along chalkboard ledge or on bulletin boards. Let students tell about their pictures or, if able, read the captions.

Mathematics:
Computing

1. Select several pictures depicting families with a few members to several members. Have the students whose families are represented count the family members. With black markers, have the students write the appropriate number in the upper right hand corner of their pictures.

Thinking:
Comparing

Compare the size of the families selected by posing questions as:

a. How many are in Steve's family?
b. How many are in Traci's family?
c. Who has the larger family, Steve or Traci?
d. How many more people are in Steve's family than Traci's?

Have all other students count the members of their families and record the number in the upper right hand corner of their pictures.

Using the pictures, develop as many math concepts as possible, such as:

a. Which family is the largest? The smallest?
b. How many more are in the largest family than in the smallest family?
c. How many families are the same size?

Thinking:
Generalizing

Arrange the pictures in order of family size from most to fewest. Discuss the pictures as to which size family is most common in the class.

* * *

For Gifted Students — Extended Activities

Mathematics:
Graphing

A. Make a bar graph showing the sizes of the families represented by the students.

B. Make a bar graph showing how many boys and girls are in the families of the class members. Use students' pictures as data.

Skill Development	Learning Activities
For Slower Students Mathematics: Graphing	C. Make a pictograph of the largest and smallest families in the class. (Use a one-to-one correspondence.) Students may draw people to represent family members or cut pictures from magazines or catalogues. D. Make a pictograph of the number of boys and girls in the class, using a one-to-one correspondence.

* * *

Skill Development	Learning Activities
Reading: Increasing Vocabulary	2. Write the word "family" on the board or on a chart. Discuss the meaning of the term as students define it. Agree on a class definition. Write the definition beside the term.
Thinking: Observing/Listening Recalling Evaluating	3. Read All Kinds of Families by Norma Simon (Chicago: Albert Whitman and Company, 1976). Guide class discussion of the kinds of families as presented by Simon. Review students' definition of family. Allow students to revise their definition. Alternate Activity: Read How We Live by Anita Harper (NY: Harper and Row, 1977). Discuss the kinds of families presented by Harper.
Thinking: Recalling	4. Review some of the things Simon said families do. Have students share things they do as a family. Use student responses to build toward the generalization that the composition of the family influences the activities of the family. For example, if a student states, "We went woodcutting yesterday," follow with questions such as: a. Who in your family went woodcutting? b. How did you cut the wood? c. Who used the chain saw? d. What did you do? Who helped you?

Skill Development	Learning Activities
Thinking: Classifying	5. On the board or on chart paper, make two columns, one headed "What I Do for Others in My Family," the other headed "What Members of My Family Do for Me." Fill in the columns with student responses. (Simple drawings may be used if students do not read.) Discuss the items listed in the two columns as a lead-in to the concept of interdependence. For example:
Analyzing	When Jon sets the table (pointing to column headed "What I Do for Others in My Family"), what do we find happens in this column (point to a response under "What Members of My Family Do for Me" such as "My older sister puts the food on the table")? Point out several other examples from the lists. Ask students to find more examples of interdependence.
Thinking: Observing/Listening	6. Show the film "Family Teamwork and You" (ESD collection--13 minutes AIMS-Instructional Media Services, Incorporated, 1966) to further reinforce the concept of interdependence within the family.
Thinking: Observing/Listening	7. Read to the class, being sure to allow ample time for students to study the photographs, Getting Born by Russell Freedman (NY: Holiday House, 1978).
Reading: Increasing Vocabulary	Write terms used in the book on the board as they are encountered. Discuss the meanings. Terms to be developed include: egg sperm embryo birth mammal

Skills Development	Learning Activities
Thinking: Predicting	8. Pose the question "Suppose you had a new baby in your family, how would things change?" Accept responses from several students. After a number of changes have been given, ask a student who has a new sibling if these kinds of changes happened when the new baby arrived. Discuss the differences a new baby makes for members of a family.
Listening Comparing and Contrasting	Read *Billy and Our New Baby* by Helene S. Arnstein (NY: Human Sciences Press, 1973). Discuss the changes Billy had to make. Compare with the changes class members had to make when a new baby arrived in the family.
Mathematics: Computing	9. Display family pictures students made in Opener. Select a family picture. Ask, "If a baby were born into this family, how many children would there be then?" "How many people would there be altogether in the family?"
Thinking: Identifying Problems Proposing Solutions	Identify problems that adding another person to the family might bring, and possible solutions. Problems could include: a. A place for the baby to sleep b. Extra food and clothes to buy c. Someone to care for the baby if the parents work during the day d. The extra work a baby brings e. Sharing toys with the baby when the baby is old enough to play with toys f. Keeping quiet so the baby can sleep
	Show a family picture with two or more children. Ask:
Comparing	Susie, are you the oldest child in your family? Who is? Are you the youngest child in your family? Who is? Develop the concept of oldest, youngest, in the middle.

Skill Development | Learning Activities

Analyzing

Discuss how placement within a family affects the role of that person. For example: the oldest child may be allowed to stay up later at night, ride the bus to town alone. The youngest is confined to the yard for play, needs help getting dressed. The middle child may be helped by the oldest child and, in turn, help the youngest.

Note: This may be an opportune time to help students begin to refine their concept of the relationship between age and size. As Piaget shows, children of six and seven perceive a direct relationship between age and size, i.e., the older the person, the taller. The teacher may help students to understand that generally younger children are smaller than older children, but as we get older, the relationship becomes less direct, thus a six year old may be almost as tall as a seven year old sibling.

Communication: Writing

10. Provide booklets made of drawing paper for students. Have students draw self-portraits on the covers and use their names for booklet titles. Provide opportunities for students to develop autobiographical descriptions. Content may include:

    a. How student's name was chosen
    b. Snapshots showing child at different ages
    c. Nickname
    d. Photographs/drawings of family members
    e. Picture of child's home and room
    f. Places child has been
    g. Things the child wants to do
    h. Best friend
    i. Favorite games

    As unit progresses, have students add to their autobiographies.

* * *

For Gifted Students | Extended Activities

Map and Globe: Location

A. Students may put maps in their booklets showing where students have gone on trips and/or places they have lived.

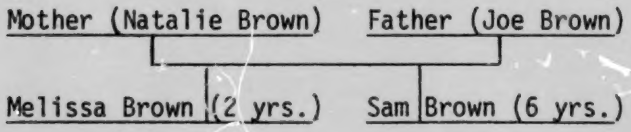
Skill Development	Learning Activities
	B. Stories may be written about individual members of their families.
	* * *
Thinking: Listening/Observing	11. Read This Is My Family by Howard F. Fehr (NY: Holt, 1963) or show the film "Where Are You in Your Family?" (ESD collection--four minutes Encyclopedia Britannica, 1973). Use the story or film to help students understand their importance as individuals within their families.
Thinking: Observing Recalling Classifying Comparing	12. Display a large sheet of paper titled "Kinds of Families." Referring to the pictures of families made in the Opener, discuss the kinds of families represented within the class. Lead students to observe some families that have a mother, father and children, some a mother and children, some a father and children, other families have a grandparent, a foster child, a relative or friend living as a part of the family. On the chart paper, list by words or simple drawings the different types of families found within the class.
Generalizing	Discuss definition of "family" students formed in Activities 2 and 3. Develop any new concepts students may have. Add to the definition.
Thinking: Listening/Observing Recalling Generalizing	13. Show the film "Every Family Is Special" (ESD collection--four minutes Encyclopedia Britannica, 1973) about Stevie, an adopted boy. The film emphasizes the importance of love and caring within the family. Discuss the film in relation to the qualities of family life that make a person feel special.
	Alternate Activity:
	Read one of the following books:
	Is That Your Sister? by Catherine and Sherry Bunin (NY: Pantheon Books, 1976), a true story of adoption.
	Theodore's Parents by Janice May Udry (NY: Lothrop, 1958).

Grade One: Family Members

Skill Development	Learning Activities
Map and Globe: Direction Location	14. Using a world map or globe, indicate Japan. Develop geographical concepts regarding Japan; e.g., an island nation, across the Pacific from Oregon, a part of Asia, north of the equator.
Thinking: Predicting	Ask: What kind of family life do you think we would find in Japan? Accept all responses, asking for the basis of the responses.
Observing/Listening	Show film "Family Life in Japan: Remember I'm Me" (ESD collection--11 minutes McGraw-Hill, 1969).
Recalling Comparing and Contrasting	Discuss the similarities and differences in the Japanese families shown and families of students. Develop reasons for the similarities and differences.
Map and Globe: Direction	15. Displaying a world map or globe, indicate India. Discuss India's geographical location.
Location	Ask: What kind of family life do you think we would find in India?
Thinking Predicting	Again, accept all responses, obtaining the basis for responses where possible by asking questions such as, "Why do you think that?"
Observing/Listening	Show film "Family Life in India: Ten of Us" (ESD collection--13 minutes McGraw-Hill, 1968).
Recalling Comparing and Contrasting	Discuss the extended family shown in the film. Be sure to point out that not all Indian families are extended families. Develop the similarities and differences of the extended family with other types of families.

Skill Development	Learning Activities
Thinking: Listening DEVELOPING POSITIVE ATTITUDES REGARDING HANDICAPPED PERSONS	16. Read one or more of the following books to the class about slow or retarded children: *He's My Brother* by Joe Lasker (Chicago: Whitman, 1974). *My Brother Steven Is Retarded* by Harriet Lampam Sobol (NY: Macmillan, 1977). *One Little Girl* by Joan Fassler (NY: Human Sciences Press, 1969).
Thinking: Recalling Comparing and Contrasting	Discuss the handicap of retardation, what retardation is and what it is not. Help students understand that degrees of retardation exist and the effects of greater or lesser retardation have on the family and the retarded person. *My Brother Steven Is Retarded* may be read to show the effects of severe retardation and *One Little Girl* read to show the effects of slight retardation.
Predicting	Discuss how the roles of family members change when a child is retarded.
Thinking: Classifying	17. List other types of handicaps. Guide students to differentiate between temporary and permanent handicaps. Personalize handicaps by asking:
Recalling	When you are sick in bed with the flu, how does it affect your family?
Analyzing Predicting	If your mother had a broken leg, how would it affect your family?
	If any members of the class have a handicapped family member, have them share their experience, if they desire to share. One or more of the following books may be used to develop positive attitudes toward the handicapped and to help students realize the role of an individual within a family may be influenced by the composition of the family.

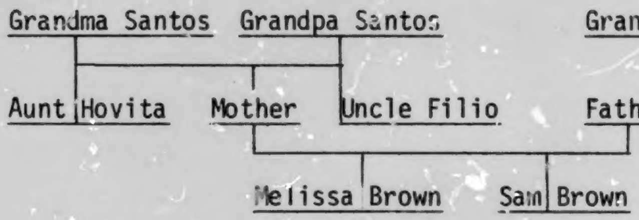
Grade One: Family Members

Skill Development		Learning Activities
DEVELOPING POSITIVE ATTITUDES TOWARD HANDICAPPED PEOPLE		Don't Feel Sorry for Paul by Bernard Wolf (Philadelphia: J. B. Lippincott, 1974) A true story with remarkable photographs about Paul who has arm and leg protheses. Anna's Silent World by Bernard Wolf (Philadelphia: J. B. Lippincott, 1977). Another of Bernard Wolf's fine books about real people. Six year old Anna was born deaf. About Handicaps by Sara Bonnett Stein (NY: Walker, 1974). The purpose of this book is to develop positive attitudes toward the handicapped. Describes the handicaps of crippled legs and a missing arm. Lisa and Her Soundless World by Edna S. Levine (NY: Human Sciences Press, 1974). Not as appealing for young children as Anna's Silent World.
Thinking: Recalling	18.	Refer to the discussion in Learning Activity 7 about the birth of a baby making a family larger. Ask students if families ever get smaller. Discuss the ways by which families may become smaller.
Thinking: Recalling Evaluating	19.	Refer to the definition of "family" developed in Learning Activities 2, 3 and 12. Allow students to evaluate and refine their definition. Select one of the pictures made in the Opener. Diagram the family depicted; e.g.,  Mother (Natalie Brown) Father (Joe Brown) Melissa Brown (2 yrs.) Sam Brown (6 yrs.)
Reading: Increasing Vocabulary		Develop the terms "parents" and "children." Ask: Do our mothers and fathers have parents? What do we call our parents' parents?

Skill Development

Learning Activities

Extend the diagram to show grandparents; e.g.,



* * *

For Gifted Students

Extended Activities (Reminder: the following activities should be done with sensitivity to the fact that not all aspects of family history may be positive or happy).

Communication:
Writing

A. Students may make a family tree for their family. Photographs of family members may be used in the family tree.

B. Students may write stories telling where their grandparents lived when they were young.

Map and Globe:
Location

C. Students may locate on outline maps other places they, their parents or grandparents have lived.

* * *

Communication:
Writing

20. Allow time for students to complete their autobiographies. If students are able to write, encourage stories or poems about "My Family," "Me" and "My Grandparents," or "...".

Let students share their booklets. Those who are able may read their stories and poems to the class.

Display the booklets where students may read one another's "autobiographies."

Thinking:
Identifying Problems

Proposing Solutions

21. Plan some role playing activities for students.

Suggested topics:

a. Grandma comes to live with us
b. We have a new baby in our family
c. A foster child comes to live with us
d. Our big brother goes away to college
e. Our sister is handicapped

First Grade

THE SCHOOL ENVIRONMENT ENABLES CHILDREN TO DEVELOP INTERPERSONAL RELATIONSHIPS WITH ADULTS AND PEERS

Concepts:	School environment	Cooperation
	Adults	Rights and responsibilities
	Peers	Interdependence

State Goal: INDIVIDUAL

District Goal: Students will be able to develop good character, self-respect, pride in work, and a feeling of self-worth through positive reinforcement.

Program Goal: Students will be able to develop an awareness of self and society's values, and be able to identify individual positions.

Unit Goal: Students will be able to demonstrate knowledge of the roles of school personnel through interpersonal relationships with them.

Dimensions of Study:

Worker	Duties	How We Work Together
Teacher		
Principal		
Custodian		
Cafeteria Worker		
Secretary		
Bus Driver		
Aide		
Librarian		
Peers		

Grade One: Interpersonal Relationships

Skill Development — **Learning Activities**

Thinking:
Recalling

Opener:

Ask students to name all the different things they do at school. List responses on board.

Point to an activity listed. Ask:

> Where do we _____(eat lunch)_______?

Select activities which occur in various rooms of the building. Select several activities which may occur in the same room, such as "eat lunch" and "play games," to develop the concept that rooms often serve more than one purpose.

Thinking:
Observation

1. Inform students they are going to take a trip around the school. Develop with students a list of things they will observe. Suggested observations:

   a. Identification of room by number, name or teacher's name
   b. Size of room--large or small
   c. Use of room
   d. Room's location

   Tour the school plant, discussing observations. Help students to develop observation skills by following up responses with questions that evoke closer observation, such as:

   > Debbie, you think this room is a classroom. Are the students in this room older or younger than you are? How can you tell?
   >
   > Eric, name five things you see that tell you this is the kitchen.

Thinking:
Recalling
Map and Globe:
Location

2. After students have returned from the tour of the school plant, discuss what they saw and where it was located in relation to their classroom.

Thinking:
Recalling
Map and Globe:
Location

3. Provide students with large sheets of drawing paper. Let each student select a room visited and draw it, showing the location of equipment in the room.

Skill Development		Learning Activities
		When drawings are completed, help students to label them, then share them with the rest of the class. Display drawings. ("Study Prints on School Helpers" by Society for Visual Education may be used to help students refresh their memories.)
Map and Globe: Direction Location Interpretation of Maps	4.	Using chalk or masking tape, plan with the students a large map of the school plant to be made on the classroom floor. Keep rooms relative in size. Do not forget hallways and stairs. Label rooms. Plan trips students must make to various parts of the building, having students "walk" there, using the classroom floor map.
Map and Globe: Direction Location Interpretation of Maps	5.	Have students make an outline of the school plant on butcher paper. Write in labels for rooms as students determine the location of rooms on the map. Display the map. Practice map skills by asking students to show how to get to various places, such as fire drill exits, library, health room, office, gym, cafeteria, lost and found, restrooms, playground. Determine alternate routes.
	* * *	
For Gifted Students		Extended Activity
Map and Globe: Scale and Distance		Have students count the number of steps to various places and write the distances in on the map.
	* * *	
Map and Globe Location	6.	Use a table top, a sandbox, or the base of a carton to represent the students' classroom. Have the students make or draw in fixed objects in the room, such as sink, blackboards, cupboards, windows, coat closet. Have students construct their desks and place them in the proper location. Students may elect to construct other furnishings of the room and place them in their proper location.

Skill Development	Learning Activities
	* * *
For Gifted Students	Extended Activity
Map and Globe: Map Symbols	Have students decide upon symbols for objects in the room and make a map of the room using these symbols.
	* * *
Map and Globe: Interpretation of Maps	7. Use the classroom replica to practice location skills. Whose desk is to the right of Rene's? Is the aquarium nearer the door or the sink? What is the highest object in the room? Where is the teacher's desk?
Thinking: Predicting Evaluation	8. Plan different room arrangements by moving objects in the room replica. Discuss the effect these arrangements would have on the operation of the room. Verify or refute the predictions by rearranging the room as suggested. Evaluate why some room arrangements work better than others.
Thinking: Applying	9. Provide students with an opportunity to practice giving and following directions using the floor map of the school or the room map. One student may give directions and another try to follow the directions.
Evaluating	If the direction follower is unable to reach the destination to which the direction giver was directing, have the students evaluate the sequence to determine whether the directions were poorly given or poorly followed. Discuss ways in which the direction giving or following could be improved. Be sure all students receive a turn at either giving or following directions.
Thinking: Recalling	10. Ask students to name the workers in the school. List these on the board. Elicit as many workers as possible, by posing questions such as:

Skill Development	Learning Activities
	How do you get to school in the morning? Who helps you to find a good book to read? After a list of workers has been compiled, go back through the list, naming the jobs the workers do. Save this listing.
Thinking: Observing/Listening	11. Make arrangements with the school secretary to observe her working. Prepare students for the observation by stating the purpose and the behavior that will be required so the secretary's work will not be interrupted. After returning from observing the secretary, refer to the jobs listed for the secretary in Activity 10. Add any other duties students observed the secretary doing. List the equipment the secretary uses.
Thinking: Recalling Reading: Increasing Vocabulary Communicating: Writing	12. Have an outline of one of the students traced. Assign two members of the class to paint the figure to represent the secretary. Call attention to details, such as type of shoe worn and why. Assign other class members to make and cut out pictures of the tools the secretary uses. Display the completed drawings on the bulletin board. Label the figure with name and job. Label tools. If any students are capable of writing legible labels, assign them the task of labeling.
Thinking: Listening Communicating: Interviewing	13. Invite the secretary to come to the room to describe a secretary's duties, training, hours of work, leisure time activities and family life. Plan with students the questions they will want answered by the secretary. Include questions concerning whether the secretary has children, how old the children are, so students perceive school personnel as people who have families just as they do.
Thinking: Classifying Analyzing	14. After the secretary's visit, discuss the secretary's duties and how students may help the secretary.

Skill Development | **Learning Activities**

A summary of the information gained about the secretary may be done with a chart story or by beginning a chart as below and filling in the information for secretary.

Worker	Duties	How We Work Together
Teacher		
Principal		
Custodian		
Cafeteria Worker		
Secretary		
Bus Driver		
Aide		
Librarian		
Peers		

* * *

For Gifted Students	Extended Activities
Mathematics: Charting	A. Using paper plates, students may make clocks showing when the various school workers come to work and leave.
Computing	B. Students may determine how many hours each worker works.
Thinking: Comparing and Contrasting	C. Students may determine which worker starts work earliest, which latest and why the hours vary.
Mathematics: Computing	D. Students may determine who works the most hours in a day, who the least.

* * *

Thinking: Observing/Listening

15. Obtain information about other school workers by repeating Activities 10, 11 and 12.

Skill Development	Learning Activities
Recalling Classifying	Teach observation skills by comparing the kinds of clothing and tools used by the various workers and determining why some female secretaries may wear high heel shoes, but female cooks and custodians usually do not, why the cooks wear aprons and the music teacher doesn't.
	If possible, invite a teacher who substitutes in different buildings and classes to visit the class to tell about the work of a substitute.
	If a chart was begun in Activity 12, fill it in as workers are studied.
Generalizing	When the chart has been completed, using it and the bulletin board figures of school workers and their tools, interpret the data by asking: a. What are the duties of the secretary? b. How can we help the secretary? c. Repeat questions 1 and 2 for other workers. d. What is the same about the duties of all these school workers? e. What are some things we can do that will help all the school workers?
	Resource: Careers in Education by Christopher Benson (Minneapolis: Lerner Publications, 1974) describes: Nursery school teacher Elementary school teacher Teaching aide High school teacher Media generalist Music teacher Physical education teacher School social worker Speech therapist School nurse School dietician School custodian School bus driver Principal (stereotyped, chief duty is disciplinarian) School board director

Skill Development	Learning Activities
Thinking: Synthesizing	16. Discuss the duties of students to themselves, to school workers and to one another.
CITIZENSHIP	Let students generalize two to three rules which they think would help all to do their work better.
Communication: Verbal Reporting Thinking: Proposing Solutions	17. If a student has recently enrolled in the class, have the student recount the feelings that entering a new school or classroom evoked. Discuss ways a new student may be made to feel welcome in a class. Have students present their suggestions.
Communication: Verbal Reporting	18. Have students select school workers they wish to portray. If possible, obtain clothes they may dress up in to portray the worker selected. Either using tools of the worker or pantomiming their use, have students tell about the duties of the workers they have selected and how they as students work with the school workers.
Writing	If students are able to write, booklets with pictures and stories of each school worker studied may be made.

Second Grade

PEOPLE USE RESOURCES AS PRODUCERS AND CONSUMERS

Concepts: Resources, Producers, Consumers, Needs, Environment, Interdependence

State Goal: CONSUMER
PRODUCER

District Goal: Students will be able to manage money, property, and natural resources.

Program Goal: Students will be able to participate in societal activities as individuals, family members, and as members of other groups.

Unit Goal: Students will be able to accept responsibility as consumers and producers.

Skill Development	Learning Activities
	Opener:
	With students, determine a project for the class. Example: Tour the school for ways in which it might be improved. As a class, decide on a project: an animal for the room, plants for the yard, beanbags for the library. When the project has been agreed upon, ask:
Thinking: Proposing Solutions	How can we get the money we need for our project? List 15-20 responses.
Reading: Increasing Vocabulary	Write "Goods" at the top of one column, "Service" at the top of a second column. Tell children "Goods" are something you make, "Service" is doing something for someone, such as walking a dog. Then write the definitions beside the terms. Have students put the responses given above under the proper category, substantiating their choices. When all responses have been grouped, ask: What is the name given to money earned? If students do not provide the term "income," write "income" on the board with the definition "money earned."

Grade Two: Resources

Skill Development

Reading:
Increasing Vocabulary

Thinking:
Recalling

Reading:
Increasing Vocabulary

Thinking:
Classifying

Learning Activities

As a class, decide how the income will be earned. Determine if the method to earn income is producing goods or performing a service.

1. Display a sheet of butcher paper headed, "Economic Dictionary." Ask: Does anyone know the meaning of the word economic? Discuss responses. If necessary, define the term. Say, "Yesterday we defined three economic terms. What were they?" List the terms and definitions in the "Economic Dictionary." If necessary, supply the terms.

   Refer to the decision made in the Opener as to how income was to be earned. Write the term "Resources" on the Economic Dictionary. Tell the class that before they can begin making money they must determine what they will need. List "needs" in a column on the board. When needs have been determined, write "resources" in the column next to needs. Discuss the meaning of resources. Put the definition agreed upon in the Dictionary. For each need listed, determine the resource, if any, available to meet that need. The completed listing may be similar to the following:

   Project: To raise money for a beanbag for the library by selling popcorn.

Needs	Resources
Popcorn	
Money to buy popcorn	
Posters to advertise	Paper, crayons, people
Popcorn popper	Popper from library
Oil	
Salt	
Bags	
Sellers	23 people in class
Buyers	300 students
Table	Library table
Box to keep money in	Empty pencil box

Skill Development	Learning Activities
Observing/Listening	Show the film "Our Productive Resources" (ESD collection--ten minutes BAPR-Barr, Arthur Products, 1968).
Evaluating Applying	Following the film, discuss the ways shown for organizing resources to produce goods and services. Decide if the resources the class has can be organized to produce the goods and services needed for their project. Determine the best means of organization.
Thinking: Proposing Solutions	2. Ask: How can we get the resources to obtain our needs for our project? Discuss possible ways. Borrowing money should come in the discussion. If borrowing is not mentioned, raise the possibility of obtaining a loan. Develop the meanings of "loan" and "bank." Put "loan" and "bank" in the Economic Dictionary.
Thinking: Observing/Listening Recalling Classifying CAREER EDUCATION	3. Show the film "Fred Meets a Bank" (14 minutes Coronet, 1963). List the various bank workers and their jobs as shown in "Fred Meets a Bank."
Thinking: Observing/Listening	4. Ask a bank official to make a presentation to the class on the procedure for obtaining a loan. Brief the bank official beforehand on presenting the following terms:
Reading: Increasing Vocabulary	debt checking account deposit capital interest
Thinking: Recalling	5. Follow-up the bank official's presentation by reviewing the terms and placing them in the Economic Dictionary. On the board, list the steps in chronological order for obtaining a loan from the bank.
Reading: Increasing Vocabulary	6. Discuss who will do what for the project. After assignment of tasks, tell students the labor has been divided among them and this is called "division of labor." Write the term and its definition in the Economic Dictionary.

Skill Development	Learning Activities
Communication: Verbal Reporting	Select two students to go to the bank, accompanied by an adult, to arrange for a loan. Ideally, criteria for those who are to keep the checkbook in order should be established and students choose peers who possess the qualifications. Have those students who go to the bank share their knowledge with the class.
Thinking: Proposing Solutions	7. Ask: How are we going to let the rest of the students in the school know we have a product to sell?
Reading: Increasing Vocabulary	Discuss methods. If the term "advertise" does not appear in pupil responses, ask: What do we call all these ways of telling people we have something to sell? Add "advertise" to the Economic Dictionary.
Thinking: Observing Classifying	8. Give each student a magazine and a newspaper. Have students tear out several ads for things they think they would like to have.
	When students have made their selections, have them display one ad and tell why they think they would like to purchase that particular product or service.
Analyzing	After the display is up, analyze ads for the techniques used. For example: color, good words, popularity, wealth.
Thinking: Recalling Analyzing	9. Have students name goods and services they have purchased, describing how advertising influenced their decisions.
Thinking: Applying	10. Have students design advertisements for their project, using effective advertising techniques as determined in Activity 8. If necessary, watch and analyze TV advertising.
Reading: Increasing Vocabulary Organizing Information	11. Prior to the first selling day, review arrangement. Introduce the term "product" in relation to what is being sold; "producer" as related to the class producing the product; "consumer" as those who will buy the product and consume it by eating it or using it and "raw materials" as the ingredients needed to make the product. Have students make a chain diagram of the process:

Skill Development	Learning Activities

(Illustrations of: *butter, salt*	*popper*	*popcorn*	*person eating popcorn)*
Raw materials	Producing	Product	Consumer

Mathematics: Computing Reading: Increasing Vocabulary	12. After the sale, have students count the money and prepare a "deposit slip." Determine if the students have made enough to pay off their loan. Introduce the term "profit." Add "profit" to the Economic Dictionary. Continue the process of computing proceeds, depositing proceeds, and computing profits until the completion of the project. Alternate Activity:
Communication: Interviewing	If students select a project involving services rather than a product, obtain a business person to tell how a loan to go into business may be obtained, the resources needed for a service, and the training, tools and any special clothing which may be necessary.

* * *

For Gifted Students	Extended Activities
Thinking: Comparing and Contrasting	A. Read How to Turn Lemons into Money: A Child's Guide to Economics by Louise Armstrong (NY: Harcourt, Brace and Jovanovich, 1976). Have students cite parallels in their business venture.
Thinking: Applying	B. Students may develop personal money-making projects, keeping a record of their resources, costs, profits. Good Cents: Every Kid's Guide to Making Money by The Amazing Life Games Company (Boston: Houghton Mifflin, 1974) contains numerous money-making ideas. Managing Your Money by Elizabeth James and Carol Barkin (Milwaukie: Raintree Publishers, 1977) discusses profits and how to manage money, on a second grade level.

Skill Development	Learning Activities
Communication: Verbal Reporting Mathematics: Graphing	C. Students may give reports to the class on their personal money-making projects, using graphs to show profits, amount of sales, growth of customers served.
Communication: Verbal Reporting	D. Students may research the history of money, then give illustrated reports on money through the ages. Resource: Barter, Bills and Banks by Barry Tarshis (NY: Julian Missner, 1970).
Communication: Verbal Reporting	E. An exceptionally good reader may read and report on the book The Toothpaste Millionaire by Jean Merrill (Boston: Houghton Mifflin, 1972).
For Slow Learners Thinking: Observing Mathematics: Graphing	F. Have students make picture graphs showing how much of the same thing different coins will buy. Be sure coins are represented in their true sizes so students develop the concept that buying power is not always equated with size, but with the value which has been attached to the coins. What Is Money? by Elizabeth James and Carol Barkin (Milwaukie: Raintree Publishers, 1977) and Understanding Money by Elizabeth James and Carol Barkin (Milwaukie: Raintree Publishers, 1977) develop money concepts.

* * *

Skill Development	Learning Activities
Thinking: Recalling Classifying	13. Ask: Why do people have to work? List responses. Ask: Which of these reasons are alike and could be grouped together? Group them, having students provide the basis for their grouping. Ask: What title could we give to each group? Work with groupings until students comprehend that we work to obtain goods or services. Review the meaning of the terms "goods" and "services."

Skill Development | **Learning Activities**

Thinking:
Classifying

14. Make a chart on the board such as:

Goods we would like	Services we would like

Have students list goods and services they would like to have. When the chart is completed, have the class check to determine that wants are properly categorized.

Thinking:
Classifying

15. Display the chart from Activity 14. Beside each want, determine from where the good or service might be obtained, such as:

Goods we would like	Services we would like
Catcher's mitt--toy store	Movie--theater
Ice cream cone--ice cream store	Hair cut--barber
Horse--farmer	Airplane ride--pilot

Thinking:
Observing/Listening

16. Present the sound filmstrip "Families Need Money" (Troll Associates, Media Productions, 1975) to develop the concepts of goods and services and why we use money to purchase goods and services.

Thinking:
Listening
Comparing

17. Read to the class The Man Who Made Fine Tops by Marie Winn (NY: Simon and Schuster, 1970) to develop the concept of division of labor/specialization of labor.

Thinking:
Classifying

18. Make two columns on the board: "Services We Use at School" and "Who Provides Services." Have students list as many services as they can and the providers of those services. Completed chart may include:

Services we use at school	Who provides services
Library	Librarian
Cleaning room	Custodian
Sending notices home	Secretary
Fire drill practice	Principal
Hot lunches	Cooks
Films delivered	ESD courier
Teaching	Teacher
Playground supervision	Aide

Grade Two: Resources

Skill Development	Learning Activities
Thinking: Hypothesizing	19. Ask: How do these people get paid for their services? If students think the principal pays some or all the workers, have a student check with the principal.
Thinking: Listening Reading: Increasing Vocabulary	20. Invite the superintendent of schools to explain how school workers are paid. Introduce the term "taxes" and its meaning. Add "taxes" to the Economic Dictionary.
Thinking: Observing Classifying Reading: Increasing Vocabulary	21. Take students for a walk around the block. As each building is passed, ask "Who built this?" Do the same as sidewalks, roads, traffic lights are observed. On returning to the classroom, list the items observed and who students think built them. Discuss who paid for the building of each item. Develop the concepts of public and private. Add the terms "public" and "private" to the Economic Dictionary.
Thinking: Classifying	Put the following chart on the board and fill in from student responses:

Services our family uses	Who provides services	How is service paid for

Skill Development	Learning Activities
	Making Sense of Money by Vicki Cobb (NY: Parents' Magazine Press, 1971) and How We Get Things: Volume 8 Childcraft (Chicago: Field Enterprises, 1976) may be used as resources.
Thinking: Classifying Generalizing	22. Using the list of services compiled in Activity 21, label them as public or private. Guide students to the development of the concept of taxes as a means of providing public services.
Thinking: Observing	23. Lead students on a tour of the school to observe goods they use. When the class returns to the room, have students draw pictures of the goods they use on a large sheet of butcher paper, similar to the sample on the following page:

<table>
<tr><th>Skill Development</th><th colspan="2">Learning Activities</th></tr>
<tr><td></td><td>Goods we use</td><td>Where the goods come from</td></tr>
<tr><td></td><td><i>(pictures and words:</i>
<i>book, chair,</i>
<i>string, lunch</i></td><td><i>trees,</i>
<i>wheat, cows)</i></td></tr>
<tr><td></td><td colspan="2">Refer students to the Economic Dictionary. Ask: What is a term we could use for "Where the goods come from"? If students do not respond with the term "resource," call their attention to it, and write above "Where the goods come from" the term "Resources."</td></tr>
<tr><td></td><td colspan="2">Review the meanings of consumer and producer. Determine if students are the consumers or producers of the goods on the chart. Discuss who would be the producers.</td></tr>
<tr><td>Thinking:
Analyzing</td><td colspan="2">24. Refer to one of the resources in Activity 23. Ask: What responsibility does the logger have toward the resource of trees?</td></tr>
<tr><td>CITIZENSHIP</td><td colspan="2">Discuss logging to conserve trees for the future. If possible have a Forest Service employee or logger come in as a resource person to explain steps taken to conserve trees.</td></tr>
<tr><td></td><td colspan="2">Extend the concept of conservation in the use of resources such as iron ore, petroleum, and fur bearing animals.</td></tr>
<tr><td>Observing
Recalling
Evaluating</td><td colspan="2">Show the film "Our Land Needs Your Help" (ESD collection--13 minutes BAPR-Barr, Arthur Products, 1970). After the showing, discuss the ways by which students can become involved in stopping pollution and waste of natural resources. Have students determine how they as individuals are helping to stop pollution and to conserve natural resources.</td></tr>
</table>

Grade Two: Resources

Skill Development

Learning Activities

Thinking:
Observing/Listening
Recalling
Classifying

25. Make a large chart with the following dimensions:

Parent	Career	Resources	Tools/Skills	Consumer

With students, work out a schedule to have parents share their careers with the class. Fill in the chart for each parent as presentations are made. If possible, have parents demonstrate skills required in their vocation. Be sure parents who are full-time housewives or househusbands are included in the presentations. In cases where parents cannot come to class, let students provide the information to fill in the chart. Develop the concept that people in themselves are a resource.

Reading:
Increasing Vocabulary

Explain the meaning of "career" and include it in the Economic Dictionary.

26. Have students draw pictures of their parents. If parents wear particular types of dress for their work, students should show them and explain why certain articles of clothing are used.

Alternate Activity: Use parents' handprints. Label a chart "What These Hands Do." Be sure students realize many people do not "work with their hands."

* * *

For Gifted Students

Extended Activity

Thinking:
Observing/Listening
Communication:
Verbal Reporting

Arrange to have teams of students visit several parents at work. Have students gather data firsthand. Be sure to include the home as a place of work. Students may give oral presentations to the rest of the class on their observations.

* * *

Thinking:
Applying

27. Give students cards with pictures or names of resources on them. Have students tell about the resource on the card: how a consumer would use the resource and how a producer would use the resource.

Skill Development	Learning Activities
Thinking: Applying	28. Read Rumpelstiltskin (or story of your choice). Before reading, tell students they are to listen for the economics of the story. After reading, ask: a. What were the goods in the story? b. What product was the miller advertising? c. What was the debt the miller's daughter owed? d. What services were performed? e. What raw materials were used? What tools?

Third Grade

PEOPLE LIVE IN COMMUNITIES IN ORDER TO BETTER SATISFY THEIR NEEDS

Concepts:
- Community
- Needs
- Multiple causation
- Decision making
- Government, private and public services

State Goal: CITIZEN

District Goal: Students will be able to get along with people with whom they work and live and understand their differences.

Program Goal: Students will be able to accept people as individuals and respect them for their dignity and worth.

Unit Goal: Students will be able to specify common needs of people and where they can be met in the community.

Dimensions of Study:

	Needs	How Needs Are Met
Pioneer Family		
Today's Family		

Skill Development	Learning Activities
	Opener:
Thinking: Proposing Solutions	Pose the problem for the students of being the sole inhabitant on an island. How would they survive? List the ideas on the board as students present them. After the ideas are listed, review the list and ask students to arrange the ideas in the order in which they would be used for survival.
	If students have not considered catastrophes such as illness or inclement weather, ask how they would cope with such emergencies.
Listening	Read to the students the October 3, 1659 to November 4, 1659 entries in Anie Politzer's My Journals and Sketchbooks: Robinson Crusoe (NY: Harcourt, Brace and Jovanovich, 1974).

Skill Development	Learning Activities
Comparing and Contrasting	Compare Crusoe's methods of coping with those methods the students listed.
Thinking: Hypothesizing	1. Discuss the difference it would make to another person stranded on the island with one.
Listening	Read the February 6, 1681 to May 4, 1681 entries in My Journals and Sketchbook: Robinson Crusoe to help students develop the concept of individual strengths being used cooperatively.
Thinking: Generalizing	2. Discuss ways in which family members use their individual strengths to make life better for the entire family. Have each student list the strengths each family member possesses. This may be done by students drawing pictures of family members, listing the strengths of each person below the pictures. Pictures could then be displayed.
Thinking: Analyzing	3. Have students draw illustrations of what they think the local area was like before any settlers came. When illustrations are completed, have students display them and tell why they pictured the area as they did.
Thinking: Analyzing	4. Return the illustrations to the students. Tell the students they are to pretend they are the first settlers coming to the area and on their illustrations they are to outline in black where they would choose to settle. Have students share their illustrations, telling why they picked the location they did.
Thinking: Hypothesizing	5. Instruct students to write a story telling what their life would have been like as the only pioneer family in the area. Share stories. Discuss life as a self-sufficient family.

Skill Development | Learning Activities

Thinking:
Proposing Solutions

6. Pose problems for the students within the context of being the only family in the area; e.g., "Hovita, you want to bake a cake. What ingredients will you need and where will you get them?" "Steve, your son is desperately ill. What will you do?" "Tu, your children are 7, 10 and 12 years old. You never learned to read and write, but you very much want your children to have some education. What will you do?" "Sven, you raised much more wheat than your family can ever use. What will you do with it?"

Thinking:
Hypothesizing

7. Take the illustrations of two of the students. Place them side by side. Discuss whether two families living in the area would make any difference in the way each family lived and if so, how.

Thinking:
Generalizing

8. Extend the idea of other families moving into the area. If class members lived where their illustrations show, how would life in the area change?

Thinking:
Identifying Problems

9. Help students to identify problems the hypothetical pioneer families would have. List these problems on the board. After the listing, group and label the problems into general categories. If students do not identify such problems as land ownership, sanitation, safety from fire and theft, medical care and personal rights, pose questions as in Activity 6 to elicit such problems.

On a large sheet of paper make the following chart:

	Needs	How Met
Pioneer Family		
Today's Family		

Fill in the needs for the pioneer family from the groupings of problems the students made.

Skill Development	Learning Activities
Thinking: Proposing Solutions	10. Beside each group of problems list solutions the class proposes. The story The Man Who Made Fine Tops by Marie Winn (NY: Simon and Schuster, 1970) used in the second grade unit "People Use Resources as Producers and Consumers" may be recalled or reread. Shiver, Gobble and Snore: A Story about Why People Need Laws also by Marie Winn (NY: Simon and Schuster, 1971) may be read at this time to help develop the concept of law as a means of helping to solve problems when people live in a community.
Thinking: Observing	11. Take a walking tour of the oldest section of the community. Look for evidence of early settlement in architecture of houses, dates on buildings. Visit the railroad depot if one exists. Note: If the third grade unit "The Location Settlers Select for a Community is Influenced by the Climate, Landforms and the Natural Resources Available" has previously been taught, data from the unit may be used.
Thinking: Comparing and Contrasting	12. After returning from the walking tour discuss the original use of the older buildings. Fill in the "How Met" section for the pioneer family on the chart begun in Activity 9. Compare this list with the solutions the class proposed in Activity 10.
Map and Globe: Location	Either provide students with a large map of the area or have students construct one. On the map show the early businesses, schools and other facilities such as the first hospital, fire station and police station in the community. Use one color to designate these early facilities.
Thinking: Comparing	13. Using the map from Activity 12 as a reference, compare the services available in the early community with the needs students listed in Activity 9. Optional Activities: Visit a pioneer display at a museum. Prepare typical pioneer foods and serve.

Skill Development	Learning Activities
	* * *
For Gifted Students	Extended Activity
Reading: Using Reference Tools	Have students research where the first settlers in the area established their homes 1976 Bicentennial projects frequently were concerned with the early history of communities and may be a source of information.
	* * *
Thinking: Hypothesizing	14. Ask: What services did widespread use of the automobile make necessary?
	List responses. On the area map, designate the location of businesses built upon the use of the automobile.
Analyzing	Ask: What services were no longer needed after use of the automobile became common? Put an "X" on any businesses on the map which were eliminated or decreased by widespread use of the automobile.
Reading: Increasing Vocabulary	15. Referring to the census figures obtained in the third grade unit "The Location Settlers Select for a Community Is Influenced by the Climate, Landforms and the Natural Resources Available" discuss with the students the needs which are brought about by urbanization. If students do not come up with a need for recreation, introduce the term. Break the term down into its root, prefix and suffix.
Thinking: Classifying Map and Globe: Location	As a class, make a list of recreational activities people do as individuals and as group members. On the community map, designate locations which are primarily for recreation.
Thinking: Observing/Listening	16. Make arrangements for a resource person to come to the class to discuss the value of recreation for physical and mental health. Possible resource persons include: YMCA director Doctor Nurse Physical education instructor Athletic director Parks and recreation director

Skill Development	Learning Activities
Thinking: Recalling	17. Have students make pictures showing their favorite forms of recreation and of their family members favorite forms of recreation. Form the pictures into a collage.
Thinking: Comparing	18. Refer to the collage made in Activity 17. Select a form of recreation. Discuss the cost. Compare with other forms of recreation.
Classifying	Refer to the map showing community recreational facilities from Activity 15. List the facilities on the board. Beside each facility, designate whether it is publicly or privately owned. If necessary, review the meanings of public and private. Designate those which are publicly owned facilities and supported by taxes with a "T." Ask: Who supports the YMCA? Church recreational programs? Designate specific students to contact the YMCA director and a pastor or rabbi to ascertain the funding of their recreational facilities.

* * *

For Gifted Students	Extended Activities
Reading: Using Reference Tools CITIZENSHIP	A. Students may research to find the cost of maintaining community parks each year. How much of this cost is to make repairs due to vandalism?
CAREER EDUCATION	B. What are the qualifications for the community parks and recreation director?
Communication: Interviewing CAREER EDUCATION	C. Interview a National Park Service employee for Crater Lake National Park to determine the jobs related to national parks and the qualifications required.
For Slower Students Map and Globe: Location	D. Make a map of a local park, showing the different forms of recreation which can be done in the park.

* * *

Thinking: Recalling	19. Pretest students by having them list all the times they come in contact with government during their day. At the end of the unit, repeat the process. Compare the two lists to determine if students have broadened their concept of government.

Skill Development	Learning Activities
Thinking: Classifying Reading: Increasing Vocabulary	20. Display a state road map or recreational map showing the parks in the area. Guide students in determining which parks are city, county, state and national parks. Develop the meanings of the terms by showing the political boundaries of cities, counties, states and the nation. Beside "national" write the terms "federal" and "United States" to show students the terms are often used interchangeably.
Reading: Using Reference Tools	21. From the local telephone directory, copy the listing for local government offices on the board or an overhead transparency. Include at least the following, if a part of local government services: Offices, City Hall Fire Department Parks and Recreation Police Department Utilities
Increasing Vocabulary	Clarify the meaning and services of each department through discussion, using the dictionary and reference materials as needed.
Map and Globe: Location	22. Display a large community map (the one used in Activity 12 may be used if it is not crowded and is sufficiently detailed). Have students locate the local government offices.
Thinking: Analyzing CAREER EDUCATION	23. Divide the class into groups to study local government services. Guide the class in determining the questions needed to learn how the various departments function. The list of questions may be similar to the following: a. Who manages the department? b. What services does the department render? c. How many people are employed? d. What training and skills are required of employees? e. How much are the workers paid? f. Who pays the workers? Practice interview techniques before students conduct their actual interviews.

Grade Three: Communities

Skill Development	Learning Activities
Communication: Writing	24. Develop with students a format for making arrangements for interviews by telephoning or writing letters.
Map and Globe: Location	Using the community map, let each group plan the route to the department being studied. If a transportation request is required by the school district, duplicate the form and let students determine the needed information.
Communication: Verbal Reporting Thinking: Classifying	25. When the groups have completed their interviews, have them share their information with the class by oral reporting and by filling in the following wall chart.

Department	Services Rendered	Number Employed	Training Skills	Salary	Who Pays Salaries

Skill Development	Learning Activities
Thinking: Observing/Listening	26. If at all possible, make arrangements to take all or part of the class to observe a city council meeting. If only a part of the class is able to attend a city council meeting, let those who attend report to the others, perhaps playing a portion of the council meeting which has been tape recorded.
Identifying Problems Proposing Solutions	After students have learned of the city council procedures, select students as council members. Develop a class problem as if it were brought before the city council. Members of any departments who would be involved in the problem may testify. Other class members may act as concerned citizens.

Skill Development	Learning Activities
Thinking: Observing	27. Direct attention to the column on the chart from Activity 25 "Who Pays Salaries." Ask: How do citizens pay the salaries of government workers? Show examples of tax statements, receipts for traffic violations, utility bills.
Reading: Using Reference Tools Map and Globe: Location	28. Secure a number of copies of telephone directories. Show students the section listing government agencies. Instruct students to look for government agencies which are located in the community. Using the area map, locate each office. Prepare charts as in Activity 25 for each level of government which has offices in the local area. Follow the same procedure for securing data as for the local government agencies.
Thinking: Observing Comparing and Contrasting Generalizing	29. When the interviews have been completed and charts are filled in, display the charts side by side. Ask: a. What do you see as you look at the charts? b. What is similar about the service for each level of government? c. What is different? d. What can you say about all government services?
Thinking: Observing	30. Ask: How do citizens know what to pay for library services? Forestry services? Display county tax statements, withholding forms and state and federal income tax forms.
Thinking: Observing	31. Make a transparency of a county tax statement. Project the transparency. Ask: Are there any services the citizen is charged for which we haven't discussed? If no one observes the school district assessment, call attention to it.
Map and Globe: Location	32. Use a county map to show the students the location of school districts. Explain how the school district is named, but how its boundaries may differ from the boundaries of the city. (Note: Some students may have asked about schools when using the telephone directory. Handle the topic when most appropriate.)

Skill Development | **Learning Activities**

Thinking:
Listening
Classifying

33. Invite the school superintendent to talk on the topics covered for the other levels of government. Fill in a chart for school district as was done for local, county, state and federal government.

Thinking:
Comparing

34. Call attention to the column on the charts headed "Number Employed." With students, compare the number employed in the various government agencies.

Mathematics:
Computing
Graphing

35. Ask: How can we find out how many workers altogether are employed in government work?

Distribute graph paper. Tell students sometimes a graph makes it easier to see the greater or lesser amounts. With the class, determine the scale to be used and the title for the graph. Show students how a bar graph is made. Let each student make a graph based on data of "number employed," from the charts used in Activities 25 and 28. Display. Evaluate the graphs for accuracy and ease of reading.

36. Construct the following chart on the board.

Government Service	How I Use It	How Supported	Who Benefits

Thinking:
Analyzing

Let students tell of government services they or their families use. Cue in on the "Who Benefits" column with questions such as "If your family uses the fire department to save your burning house, who else benefits?" to bring out the idea that nearby neighbors also benefit when their home is protected from the fire. "If you use the

Skill Development	Learning Activities
	park to play in, who else benefits besides you?" "My family, because I'm healthier and using my energy constructively instead of throwing stones."
Thinking: Classifying	37. Give students a list of the following services, instructing them to circle those which are government services in the local area. (Name of public) school Dentist Library Bookstore Park Theater Highway Department Ranger station Liquor store Discuss the students' responses, clarifying any misunderstandings students may have.
Thinking: Recalling	38. Post-test the class by having them list all the times they come in contact with the government during the day. Compare this list with the pretest list.

Fourth Grade

PEOPLE USE A VARIETY OF RESOURCES TO MEET THEIR NEEDS FOR ENERGY

Concepts:
Resources
Energy
Needs
Social control
Change
Environment
Scarcity

State Goal: CONSUMER

District Goal: Students will be able to manage money, property, and natural resources.

Program Goal: Students will be able to participate in societal activities as individuals, family members, and as members of other groups.

Unit Goal: Students will be able to describe the availability or unavailability of energy resources in the Pacific Northwest and its effects on lifestyles.

Dimensions of Study:

Types of Energy	Source	Uses	Advantages	Disadvantages
Oil				
Gas				
Coal				
Atomic				
Water				
Geothermal				
Sun				

Grade Four: Energy Resources

Skill Development	Learning Activities
	Opener:
	Ask: How do you heat your home?
Thinking: Recalling	List responses on board, such as: fireplace hot air radiators baseboard heat
Classifying	Ask: Which of these ways of heating are similar and could be grouped together? Be sure students provide the basis for any groupings they make. After grouping, ask: What could we call Group 1? Repeat for each group. Keep list for future use.
Thinking: Analyzing	1. Lead students in the game of "Simon Says," doing motions such as clapping hands, running in place, swinging arms. After a few minutes, stop the activities and have individuals list on the board the activities performed. Ask: What did we need to perform each of these activities? Accept all responses. If someone says, "Energy," write the term on the board and develop a definition of energy. Otherwise, put several wind-up toys in motion. Ask students what made the toys move. Call attention to the wall clock, turn on the lights, buzz a battery door bell from the science kit. Ask what causes the clock hands to move. If students do not come up with the term, "energy," introduce it by writing it on the board. Develop with students a definition of "energy." Display final definition on bulletin board for students to refer to during learning activities. The definition should encompass the idea energy can heat, cool, light or move things.

Skill Development	Learning Activities
Thinking: Classifying	2. Divide students into four groups. Have Group I provide examples of energy moving things, Group II of energy heating things, Group III of energy lighting things, and Group IV of energy cooling things. Examples may be drawn, cut from magazines, or actual samples.
Thinking: Classifying	3. Provide labels for each example in Activity 2 to show the kind of energy used. Let students research cases where more than one type of energy may be used to develop the concept of alternate energy sources.
Thinking: Recalling	4. Organize class into seven groups: wind, coal, oil, sun, water, natural gas, and wood. Provide each group with a large sheet of drawing paper on which to depict ways that their energy source is used. Display completed drawings. Discuss which groups found the most uses.
Thinking: Observing	5. Instruct students to keep records for 24 hours of all the ways they have used energy.
Thinking: Analyzing	6. Have students take their lists and beside each energy use, indicate what kind of energy was being used. Determine what kinds of energy they use more frequently.
Thinking: Observing Classifying	7. Tour the school building and grounds. Have students list on note pads all the uses of energy they observe. Upon returning to the classroom, have students categorize under the headings of electricity, petroleum products, natural gas and sun, the uses of energy they observed in their tour. Determine what type of energy is used most often.
Mathematics: Computing Graphing	8. If your district clerk is willing, obtain the various energy bills for one month's use. Obtain the district enrollment and determine the cost of energy per student. Work with students to develop a circle graph to show the proportionate amounts of money used for each type of energy.

Skill Development

Learning Activities

To further extend graphing skills, students may take their home energy bills and make circle graphs to compare amounts of money spent for various types of energy.

If your district clerk is willing, obtain the energy bills for one calendar year and have students construct a line graph depicting energy used.

Reading:
Interpreting Graphics

Interpreting graph information:

During which months does it cost the most for energy? How do you account for more energy being used during these months? Are there any kinds of energy use which show little fluctuation in the amount used? Which? How do you account for these kinds of energy use remaining fairly constant? What could be done by the district and classrooms to reduce energy consumption?

* * *

For Gifted Students

Extended Activities

Reading:
Using Reference Tools

A. Research the history of daylight saving time.

CITZENSHIP

B. Have class act upon suggestions given in Activity 8. Perhaps through student council or an assembly, the entire school could begin an energy conservation program. Energy bills should be obtained from the district clerk to determine if energy use is decreasing.

* * *

9. From local electric utility, obtain table of kilowatt usage by various household appliances. Have students collect data in their homes to determine family uses of electric appliances. Duplicate a chart similar to the following for students to use:

Skill Development | Learning Activities

Appliance	Wattage	Operating time per week	Weekly KWH used
Dishwasher			
TV			
Dryer			
Range			

Mathematics: Computing

Show students where to obtain wattage information on appliances. To determine KWH, multiply wattage times weekly operating time in hours and divide by 1,000. When data are collected, discuss which appliances have the highest wattage, which are used most in the home, which consume the most KWH.

Thinking: Evaluating

10. With the class, make a list of ten electrical energy users common in their homes. Pose the situation that the energy crisis requires that they may have only three energy users in their homes. Which three would they select? When selections have been made, let students share, giving reasons for their choices.

As a class, determine which one of the ten electrical energy users they feel they cannot do without and why.

CITIZENSHIP

Have students keep a record for one week of ways they have conserved energy through the use of electrical appliances.

* * *

For Gifted Students

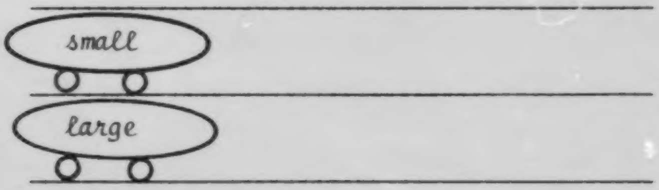
Extended Activities

Reading: Using Reference Tools

A. Use newspapers and magazines from the winter of 1976-77 to determine how weather conditions affect energy use.

GOVERNMENT

B. For the same period, 1976-77, determine measures taken by government agencies in a time of energy crisis.

Skill Development	Learning Activities
Communication: Interviewing	C. Contact local orchardists to determine how weather affects the energy consumption in their industry.
Communication: Interviewing Mathematics: Graphing	D. Contact local electrical, gas and oil companies for information on the effects of weather on energy consumption. The information obtained could be presented to the rest of the class in graph form.
* * *	
Thinking: Predicting	11. Ask students how their lives would be changed if gasoline consumption had to be cut in half. Discuss changes.
Thinking: Comparing Mathematics: Charting	12. Using advertisements and information obtained from car dealers, compare gas mileage for different cars. Present information in chart form, going from greatest gas mileage to least.
	 One inch = eight miles
Thinking: Evaluating	Discuss the advantages and disadvantages of owning vehicles with high and low gas consumption.
SOCIAL ANALYSIS	Ask students which car they would purchase and why.
Communication: Interviewing Mathematics: Charting	13. Have students contact local car dealers to ask how many cars of each type they have sold within the past year. Chart information. Discuss data as to whether local buyers are "energy conscious" when buying cars.
Communication: Interviewing	14. Have students interview recent purchasers of new cars to find out what were the reasons for the buyers' choice. Share information. Relate the "energy consciousness" of the buyers interviewed with the data obtained in Activity 13.

Skill Development	Learning Activities
Thinking: Hypothesizing	15. Ask: Can we continue to use gasoline at the same rate as we have? Why or why not? Make available to students information such as that on pages 68-69 of *Web of the World* by Phillip Viereck and Bertha Davis (NY: Macmillan Publishing Co., 1973). Interpretation of data: Which country buys the most oil? The least? Why? Which country or area sells the most oil? The least? Why? What does the line graph show about U.S. production of petroleum? Why has production of petroleum increased in the U.S.? Looking at the crude oil reserves, what do you see? What effect will this have upon the U.S.? About how long can U.S. reserves be expected to last at our present rate of production? What meaning does this have for Americans?

* * *

For Gifted Students	Extended Activities
Reading: Using Reference Tools	A. Research and prepare reports on the exploration and development of oil resources in the Prudhoe Bay area of Alaska.
Thinking: Identifying Problems	B. Prepare a presentation on the environmental problems encountered in the building of the Alaskan oil line. Through illustrations or slides, show measures taken by the contractors to protect the environment. Note: Many communities have residents who worked on the pipeline who have firsthand information and pictures to share. Encourage students to find these people.
Reading: Organizing Information	C. Make a scrapbook or bulletin board of ways in which federal and state governments are encouraging or legislating conservation of energy.
Thinking: Evaluating	D. Gather data relating the effects of mass transit systems on the conservation of energy and pollution.

Skill Development	Learning Activities
Communication: Interviewing	E. Arrange for a utility representative to speak to the class on the role of the utility in the conservation of energy.
	* * *
Thinking: Recalling	16. Display a sample of oil or gasoline. Ask: How does this enable a car to move? Allow students to express opinions as to how gasoline (refined petroleum) produces movement. Students may check their ideas by looking up "gasoline engine" in an encyclopedia or science book, or using a resource person or the teacher. Develop the concept of conversion of energy.
Thinking: Analyzing	17. Extend the concept of energy conversion by discussing how the human body converts food to movement.
	* * *
For Gifted Students	Extended Activity
Reading: Using Reference Tools	Some students may be interested in researching the shocking behavior of the electric eel and certain electric fish and reporting to the class.
	* * *
Thinking: Recalling	18. Ask students what other man-made energy conversion systems they know. List on the board, briefly discussing the energy conversion process in each one. Guide students to the realization that energy conversion processes develop heat, light and movement.
Thinking: Observing	19. Review three results of energy conversion from Activity 18. Ask class to point out examples of each in the classroom. Having made prior arrangements with the school custodian, have the custodian show and explain the school's heating system.
Thinking Analyzing	20. Turn the lights on in the classroom. Ask: Is an energy conversion necessary for electric light? What energy conversion process is used to get electric light?

Skill Development

Reading:
Comprehending

Learning Activities

Let students respond, then research for the accuracy of their responses. It is not necessary at this point to go in depth into electricity. However, it does provide an excellent opportunity to combine science and social studies to perform some interesting experiments with electricity.

Resources:

Beeler, Nelson F. and Franklyn M. Branley, Experiments with Electricity (NY: Thomas Y. Crowell Company, 1949).

Corbett, Scott, What Makes a Light Go On? Boston: Little, Brown and Company, 1966).

Feravolo, Rocco V., Junior Science Book of Electricity (Champaign, IL: The Garrard Press, 1960).

Freeman, Ira M., All About Electricity (NY: Random House, 1957).

Freeman, Ira M. and Mae, The Story of Electricity (NY: Random House, 1961).

Jupo, Frank, The Adventure of Light (Englewood Cliffs: Prentice-Hall, 1958).

Keen, Martin L., How It Works (NY: Grosset and Dunlap, 1972).

Neal, Charles D., Safe and Simple Projects with Electricity (Chicago: Children's Press, 1965).

Schneider, Herman and Nina, More Power to You (Eau Claire, WI: E. M. Hale, 1953).

Shapp, Martha and Charles, Let's Find Out What Electricity Does (NY: Franklin Watts, 1961).

Shepherd, Walter, Electricity (NY: The John Day Company, 1964).

Woodburn, John H., The Whole Earth Energy Crisis (NY: G. P. Putnam's Sons, 1973).

Skill Development

Learning Activities

In addition, check your professional library for:

Jones, John, ed., Energy and Man's Environment series (Portland: Energy and Man's Environment, 1976).

Impacts of Energy
Glossary
Uses of Energy
Conversion of Energy
Sources of Energy
Energy Activity Guide
Limits of Energy
Future Sources of Energy

Smith, Stephen M., ed., Energy Environment Mini Unit Guide (Washington, DC: National Science Teachers Association, 1975).

Fowler, John W., Energy Environment Source Book (Washington, DC: National Science Teachers Association, 1975).

Thomas Alva Edison Foundation, Energy Conservation Experiments You Can Do (Southfield, MI: Thomas Alva Edison Foundation, 1974). Individual copies available to teacher upon request.

Thinking:
  Observing/Listening

21. When students have sufficient background to understand in simple terms how electricity is made, contact Pacific Power and Light Company.

Audio/Visual Group
920 SW 6th Avenue
Portland, OR 97204
(503) 243-4830

to obtain the slide-cassette presentation of "Capturing the Wild Current." PP&L also will send a resource person; the presentation provides background for a field trip to a hydroelectric plant. Additional materials pertinent to this unit are available from PP&L and other utilities. Catalogues are available.

Skill Development	Learning Activities
	Note: Pacific Power and Light serves most of Oregon, but if your district is served by another utility, contact it.
Thinking: Observing CAREER AWARENESS	22. Show SVE (Society for Visual Education) filmstrip and tape "Bonneville Dam: Powerhouse of the Columbia River." In discussion of the filmstrip, emphasize the multiple uses of the river and the careers involved.
Thinking: Observing CAREER AWARENESS	Optional Activity: Arrange a field trip to a hydroelectric facility. In addition to having students observe the conversion of water power to electrical power, have students list the different jobs connected with the facility. Compare with those shown in the film "The Columbia River" (ESD collection--11 minutes CORO-Coronet Instructional Films, 1966).
	23. Ask one student to come to the front of the room, where you have placed an electric light bulb. Place the student's hands in a cup-shape, almost touching the bulb. Turn on the bulb and have the student describe what happens. Discuss event. Ask students if they know of any other conversions of energy where a byproduct is produced, such as heat in the case of light. List suggestions on the board.
	Form students into three groups. Give each group a thermometer.
Mathematics: Computing	Instruct Group I to find room temperature, then the temperature against the light bulb. Compute the difference.
	Instruct Group II to measure the temperature at the exhaust pipe of a car prior to the car being started. Then affix a thermometer to the exhaust pipe, have the car motor started and run for five minutes. Compute the difference in temperature. Caution the students regarding the exhaust fumes and touching the exhaust pipe after the motor is started.

Grade Four: Energy Resources

Skill Development	Learning Activities
	Instruct Group III to measure the outside temperature (on a sunny day) next to a car which has the windows and doors closed, then take the inside temperature. Compute the difference.
Mathematics: Charting Thinking: Hypothesizing	When all students return to the classroom, chart the data on the board. Discuss possible uses for the heat created.

* * *

For Slower Students	Alternate Activity
Mathematics: Graphing	Draw thermometers showing the temperatures each group found. Label and display the thermometers as another means of communicating information.

* * *

Thinking: Recalling	24. Retrieve listing from Opener. Display. Ask students if they know of any energy source not listed. Add to list.
Thinking: Listening	25. Read "The Best Present of All" by Oliver A. Bouch in the March/April and May/June 1974 issues of *Ranger Rick*. Compare list in Activity 24 with sources mentioned in story.
Thinking: Recalling	Interpretation of story. Ask: What happened in the story? What was the king's problem? What did he decide would be the perfect gift? What sources of fuel did the king consider? As students respond, fill in data for a chart similar to the following:

Skill Development

Learning Activities

Type of Energy	Source	Uses	Advantages	Disadvantages
Oil				
Gas				
Atomic				
Water				
Geo-thermal				
Sun				

When chart has been completed, ask:

Thinking:
Evaluating

What source of energy best met the king's needs? Why?

Which source of energy do you consider best? Why?

Note: Students may enjoy dramatizing "The Best Present of All."

Alternate Activity:

Show film "Energy" (ESD collection--ten minutes OXFO-Oxford Filing Co., 1974). For interpretation, make a chart as described above. When chart is completed, ask:

Which source of energy do you consider best? Why?

Thinking
Recalling

26. Again, ask students if there are any energy sources which they do not have on the list from Activity 24. List any new suggestions.

Observing/Listening

Tell students they are going to see a film entitled "Energy: New Sources" (ESD collection--20 minutes CHUF-Churchill Films, 1973) and they are to look for new sources of energy. After viewing film, add new sources to chart from Activity 25 and fill in data.

Skill Development	Learning Activities
	Alternate Activity: Show filmstrip "Energy for the Future" from VEC-Visual Education Consultants, Inc. Add new sources mentioned to energy chart. The teacher's guide for this filmstrip is essential. Note: This filmstrip may be used in addition to "Energy: New Sources."
Map: Location	27. Divide class into groups for in-depth research on each source of energy. As students make their presentations, encourage them to add information to the energy chart, to use maps showing where the energy is available in the Pacific Northwest, samples of the energy source, and experiments showing how it can be used. The vertical file in the library will contain pertinent information. In addition, utility, gas and oil companies have information on the equipment available for use in solar energy.
Thinking: Recalling	28. Remind students of their data collecting in Activity 23. Ask: What kind of energy made the car warm inside? (solar). How have people made use of solar energy over the years? If students do not mention greenhouses or hotbeds, mention them or take them to see one. Let students discuss use of solar energy for home heating. Make arrangements with an architect to tell students how solar energy may be used in home heating design. If possible, visit a solar home.

Fourth Grade

PLANNED MANAGEMENT OF NATURAL RESOURCES CONTRIBUTES TO THE ECONOMY AND LIVABILITY OF A REGION

Concepts: Planned management, Natural resources, Public/private, Livability, Region, Scarcity

State Goal: CONSUMER

District Goal: Students will be able to manage money, property, and natural resources.

Program Goal: Students will be able to participate in societal activities as individuals, family members, and as members of other groups.

Unit Goal: Students will be able to actively participate in one project related to planned management of a local natural resource.

Dimensions of Study:

Pacific Northwest States	Natural Resources	Products
Idaho		
Washington		
Oregon		

Skill Development	Learning Activities
	Opener:
Map and Globe: Location	Make a large projection of the Oregon Territory, placing major rivers, mountain ranges and lines of latitude and longitude.
	Designate the following, omitting state names. a. Gingko State Park - Vantage, Washington b. John Day Fossil Beds - John Day, Oregon c. Hart's Pass - Washington d. Clear Lake, north of Belknap Spring Junction, Oregon e. Mount Rainier, Washington f. Mount St. Helens, Washington g. Crater Lake, Oregon h. Lava Hot Springs, Idaho i. Crystal Falls Cave, 28 miles northwest of St. Anthony, Idaho

Skill Development

Learning Activities

j. Craters of the Moon, Idaho
k. Steamboat Rock State Park, Washington
l. Sea Lion Caves, Florence, Oregon
m. Sol Duc Hot Springs, Olympic National Park, Washington
n. Coeur d'Alene Lake, Idaho
o. Shoshone Falls, Twin Falls, Idaho

Tell students they are going on a "trip of the imagination" to see some of the wonders of the world. Among these wonders they will see:

Thinking:
Observing/Listening

The only forest in the world known to have been buried in liquid lava (point to Gingko State Park).

One of the world's richest fossil beds with relatives of the saber-toothed tiger, a horse as small as a dog with three toes instead of a hoof, rhinoceroses and camels, an extinct Oredon that left no relatives (point to John Day Fossil Beds).

Shell fossils 6,197 feet above sea level (point to Hart's Pass, Washington).

A drowned forest of cedar and fir trees with scarecrow branches reaching up like ghost trees in the clear silent lake (point to Clear Lake, Oregon).

The highest volcano in the United States, called "The Mountain that was God" by the Indians (point to Mount Rainier).

We'll take a look from a distance at another volcano which has recently made world headlines with its shaking, spewing and steaming (point to Mt. St. Helens, Washington).

One of the greatest scenic attractions in the world (point to Crater Lake).

We'll take baths in some of the most unique hot springs in the world. The Indians considered them a gift from the Great Spirit. Each spring contains a different kind of mineral and the mineral content of the springs is believed to be of the highest of any springs in the world (point to Lava Hot Springs).

Skill Development

Learning Activities

We'll journey to a frozen underground river, a fantasy land in ice (point to Crystal Falls Cave).

From here to one of the latest volcanic eruptions where we'll see a vast variety of volcanic forms spread over 48,000 acres. Wear sturdy shoes (point to Craters of the Moon).

On to one of the greatest examples of river erosion in the world (point to Steamboat Rock State Park).

To the ocean we go to visit the only mainland sea lion rookery in the world (point to Sea Lion Caves).

We've seen the sea lions, now we'll see the tears of a dragon who cries tears of mortification because he couldn't subdue his foe (point to Sol Duc Hot Springs).

After the heat of a dragon's tears, we'll want to relax beside a cool, beautiful lake formed in a basin scooped out by a glacial tongue of ice. This lake has been called one of the five most beautiful lakes in the world (point to Coeur d'Alene Lake).

A trip wouldn't be complete without the spectacular beauty of a waterfall. Let's stop at the "Niagara Falls of the West" (point to Shoshone Falls).

Ask:

Where are all of these wonders located? If students do not immediately respond with Oregon, Washington and Idaho, display a map of North America and have them locate the region by latitude and longitude.

Map and Globe:
Location

1. Tell students all of the area from which Washington, Oregon, Idaho and part of western Montana were made states was once the Oregon Territory. Assign three students to draw in the boundaries of Idaho, Oregon and Washington. Discuss the natural boundaries used. Work on directions by posing questions such as:

Skill Development	Learning Activities
Direction	Which direction are Sea Lion Caves from Crater Lake? Work with northeast, southeast, northwest, southwest as well as north, south, east and west directions.
	2. Obtain state park maps of Oregon, Washington and Idaho from the state highway departments and road maps of the three states. Form students into small groups. Instruct students to plan an itinerary which will take in all points you have on the map; therefore, they will need to decide which highways to take.
Map and Globe: Interpreting Maps	Allow several class periods for groups to plot their itineraries. Have groups present their itineraries with the class following the routes on their maps. After presentations, decide on one itinerary presented or as a total group plan the trip. Draw in the route to be taken, clearly marking all highways.
Map and Globe Interpreting Maps	3. Instruct the class in computing mileage on a road map. Check the math book whenever a lesson on computing mileage on a road map is given.
Mathematics: Computing	Assign groups to determine the miles to be covered in Oregon, in Washington, and in Idaho between each point of interest. When these have been put on the map, estimate the mileage for the total trip.
Mathematics: Computing	4. Pose problems for the students involving the traveling time between each point of interest driving 55 miles per hour.
Mathematics: Computing	5. After travel times have been computed, decide as a class how far it would be feasible for them to travel each day if they were going to travel all together in a school bus. Mark off these distances on the room map.

Skill Development	Learning Activities
Thinking: Analyzing Concept of Public and Private	6. Tell students it will be necessary to camp out on the imaginary trip. Discuss the facilities needed and where such facilities are found. Discuss public and private camping facilities, distinguishing between KOA-type campgrounds and public campgrounds. Discuss why fees are always required at private campgrounds and often at public camping areas.
	Distribute park maps to the groups. Study the legend to determine the various agencies maintaining parks and the camping facilities available such as overnight camping, drinking water, stoves, toilets.
Map and Globe: Interpreting Maps	7. Study the maps to determine the nearest park with the necessary facilities for each day's stop. Mark these in on the map, indicating the type of park.
Thinking: Hypothesizing	Allow several class periods for the selection of camp sites. As the maps are studied for suitable camp sites, discuss where parks are most frequently located. Discuss why the coasts of Washington and Oregon have many more parks than the eastern section of the two states.
Analyzing	Ask:
	What are the things which make a park most pleasant for you?
SOCIAL ANALYSIS Recalling	Discuss, letting students tell of their favorite parks.
	8. Take students to a local park to gather data. If at all possible, visit more than one park, such as a city park, a freeway rest area, a state or county park.
Thinking: Observing Classifying	Provide each student with a data sheet to be filled in for each type of park visited. Instruct students how to tally.

Skill Development Learning Activities

(Name of Park)______________ PARK USAGE Date______________

Age Group	Tally	Activities of Park Users
Preschool		
Elementary School Age		
High School Age		
Adults to Age 65		
Older People 65 and Older		

Thinking: Predicting	9. Discuss the data gathered. Why weren't many school-age students in the park?
	How would the data differ if the class had visited on a hot July day?
Recalling	What facilities were available?
	Were the parks clean, the facilities in good repair?
Thinking: Analyzing Concept of Public and Private	10. Make a list of reasons for providing parks. Discuss why most parks are supported by tax money rather than solely through fees assessed to users.
Recalling	Make a list of parks in the local community. Discuss ways in which the parks contribute to the community.
Applying CITIZENSHIP	Discuss if there are any ways in which a local park could be improved. If so, plan to make a class project of improving a local park. For example, one class raised the money to build a rustic bridge over a stream

Skill Development | **Learning Activities**

in a park. A girl scout troop cleaned up an area along a stream, asked the city council to designate the area a park. The council did so. The girls planted flowers, made a pathway and what was once a rubble-strewn little patch of ground along a stream has become a quiet area bringing peace and beauty to many.

Map and Globe:
Interpreting Maps

11. Ask:

Will we be staying in any national parks?

Thinking:
Comparing and
Contrasting

How does a national park differ from other parks?

Map and Globe:
Location

Survey the maps to determine the national parks in Oregon, in Idaho, in Washington. Put these parks on the Pacific Northwest map.

12. Ask:

Who do you think were the first people to discover Crater Lake?

Does anyone know the tribal name of the Indians who lived in the Crater Lake area?

Have a map displayed. If students cannot name the Indians in the Crater Lake area, point to Klamath county and inform the class the county is named after the Indians of the area.

Tell students they will study a very few of the Indian tribes who lived in the Pacific Northwest. Select three to four groups to study from different geographical locations: a local group, a coastal group and a tribe which inhabited Idaho, perhaps. Select Indian groups for which reference material is available in your school or district.

Reading:
Using Reference Tools

Compile information regarding:

diet
clothing
housing
customs

Skill Development	Learning Activities
Thinking: Comparing and Contrasting	Have students prepare murals showing the diet, clothing, housing and customs of the Indians studied. Compare differences and relate these to the environment of the Indians.
Map and Globe: Location	On the Pacific Northwest map, lightly color in the areas where the Indian groups being studied lived.

* * *

For Gifted Students	Extended Activity
Reading: Using Reference Tools Map and Globe: Location	On a map of the Pacific Northwest, have students locate the cities, counties, lakes, rivers and mountains bearing Indian names.

* * *

Thinking: Observing/Listening	13. Inform students that some of the first people after the Indians to explore the Pacific Northwest were an adventurous group known as the mountain men. Show pictures of beaver hats and fashions of the 1800s trimmed with fur. The Trailblazers (NY: Time-Life Books, 1973) has an excellent section on mountain men, including the fashions which stimulated the fur trade. Show one or both of the following: "The Mountain Men" (ESD collection--15 minutes BAPR-Barr, Arthur Products, 1964) "Mountain Men and Beaver" sound filmstrip (ESD collection--BOWM, Bowmar/Noble Publishers, 1973) Use famous paintings and tall tales of the mountain men to develop the concept of this unique group.
Reading: Using Reference Tools Map and Globe: Location	14. Plan an "I'm Mountain Man ______________" activity. Let students select a mountain man, research his background, where he traveled, contributions he made and his heroic adventures. Encourage students to use maps to show the areas of travel of the mountain men they are portraying. Students may wish to don mountain man garb. Some of the more well known mountain men include:

Skill Development

Learning Activities

Joe Meek
Jedediah Smith
Joseph Reddeford Walker
S. E. Hollister
Osborne Russell
John Colter
Jim Beckwourth
Jim Baker
Jim Bridger
Kit Carson
Albert Boone, grandson of Daniel
Ewing Young
Bill Williams

* * *

For Gifted Students

Extended Activities

Communications:
Oral Reporting

A. Make a display of the equipment mountain men used. Show and explain to the class how the equipment was used. Explain why the Newhouse beaver trap was a major improvement over the previous snares. Explain the advantages and disadvantages of the dugout and birch bark canoes.

Reading:
Using Reference Tools
Thinking:
Evaluating

B. Students may research Benjamin Bonneville, then answer these questions: Was Bonneville a bona fide fur trader or was he a spy? How did Bonneville Dam get its name?

For Slower Students

Reading:
Using Reference Tools
Comprehending

C. Students may research the rendezvous of the fur traders and report to the class on: 1) purpose of the rendezvous, 2) activities of it, and 3) locations.

D. Have students make a shelter of the kind used by mountaineers.

* * *

Thinking:
Listening

15. Tell students fur trappers had to have a place to sell their furs; therefore, trading posts were built. One of te most successful was the Hudson's Bay Company post at Fort Vancouver with Dr. John McLoughlin as Chief Factor.

Grade Four: Resource Management

Skill Development	Learning Activities
Map and Globe: Location	Have a student locate Fort Vancouver and label it on the Pacific Northwest map.
Thinking: Listening	Read the story of Fort Vancouver and Dr. John McLoughlin or play one of the following tapes: "Hudson's Bay Company" from History series tapes (ESD collection--EMCO-Educational Media Corporation, 1969) "Fort Vancouver" from Great Moments in Oregon History tapes (ESD collection--ORSA-Oregon School of the Air, n.d.)
Map and Globe: Location	Discuss Dr. McLoughlin's contribution to the Pacific Northwest and to Oregon. Point out, and have labeled on the Pacific Northwest map, Mt. McLoughlin.
Reading: Using Reference Tools	16. Divide the class into groups to research the fur trading posts and the men who established them in the Pacific Northwest. Andrew Henry-Fort Henry, first American trading post in the Pacific Northwest Donald McKenzie-Boise Valley rendezvous William Ashley Nathanial Wyeth-Fort Hall David Thompson-Spokane House David Stuart-Fork Okanogan North West Company-Fort Walla Walla
Map and Globe: Location	On the map of the Pacific Northwest have the major fur trading posts designated. Discuss the location of these posts, why they were selected and which remain as cities today.
Thinking: Recalling	Ask: Why is fur trapping and trading not a major industry in the Pacific Northwest today?
Generalizing	In the discussion, bring out the race for each trapper, each company to get as many furs as possible. When the supply in one area was exhausted, the trappers moved on, resulting in exploration of the Pacific Northwest and into California, while endangering the survival of beaver.

Skill Development		Learning Activities
Observing/Listening		If students have not previously viewed the Walt Disney production "Beaver Valley" (ESD collection--32 minutes, 1953) you may wish to show it at this time.
Thinking: Listening	17.	Make arrangements for a member of the Oregon Fish and Wildlife Department to make a presentation on management of beaver, fish and other wildlife.

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For Gifted Students		Extended Activities
Reading: Using Reference Tools	A.	Have students research animals which have become extinct or are nearing extinction through unrestricted killing or destruction of habitat.
Thinking: Classifying Reading: Using Reference Tools	B.	Have students make a list of endangered species. Have students research efforts being made to save the animals or plants and report to the class.
Reading: Comprehending Communication: Oral Reporting Thinking: Applying	C.	Encourage students to get involved in the management of a natural resource if they have not already done so. Have a student read Save the Mustangs by Ann E. Weiss (NY: Julian Messner, 1974) and report to the class. Save the Mustangs recounts the work of Joan Balsinger's fourth grade class of Roseburg in getting PL 92-195 passed to save wild horses.

* * *

Thinking: Listening	18.	Tell students about another group of people who came early to the Pacific Northwest: the missionaries. Read the story of Marcus and Narcissa Whitman or play one of the following tapes: "Marcus and Narcissa Whitman" from Great Moments in Oregon History (ESD collection--15 minutes, ORSA-Oregon School of the Air, n.d.) "Whitman Mission" from History series (ESD collection--EMCO-Educational Media Corporation, 1969)
Map and Globe: Location		Discuss the contribution of the Whitmans to the Pacific Northwest. On the Pacific Northwest map, locate the Whitman mission.

Skill Development	Learning Activities
Reading: Using Reference Tools **Map and Globe:** Location	19. Plan for several class periods to study other missionaries to the Pacific Northwest. As students study the missionaries, have the locations of the missions put on the Pacific Northwest map. Missionaries important in the Pacific Northwest included: Jason Lee Henry H. Spalding Father Francois Norbet Father Modeste Demers Father Francois Blanchet Asa Bowen Smith Father DeSmet When research is completed, discuss the missionaries, their work, their results.
Thinking: Comparing and Contrasting	Compare the mountain men and the missionaries through the use of a chart:

	Purpose	Means of Accomplishing Purpose	Results
Mountaineers			
Missionaries			

Skill Development	Learning Activities
Generalizing	Guide students to understand that although the mountain men and the missionaries differed greatly, they both contributed to the settlement of the Pacific Northwest.
Reading: Using Reference Tools	20. Inform students that they are now ready to start on their journey, knowing a little about the earliest people to come to the region. Follow the route students selected to study the Pacific Northwest, researching each area as to:

Skill Development

Learning Activities

- climate
- landforms
- natural resources:
  - soil
  - water
  - mineral deposits
  - wildlife
  - plant life
- industries
- land use

On the Pacific Northwest map, draw in the landforms. Devise symbols for natural resources and industries. Draw in and label national forests.

For each camping site selected, prepare a day's menu, using as many locally grown products as possible. Write the menus on small strips of paper and tack them at the camp site location. At the conclusion of the unit, review the menus to determine the products grown in the Pacific Northwest.

Construct a picture story of the imaginary trip by using picture postcards students have collected, Chamber of Commerce brochures, pictures from the vertical file, study prints, snapshots.

CAREER EDUCATION

Make extensive use of resource persons concerned with planned management of resources. When "traveling" through irrigated areas, make arrangements for an irrigation district official to make a presentation; through forest land, a forest ranger; through land subject to erosion, a Soil Conservation Service agent or Bureau of Land Management official. The "Government Office" section of the local telephone directory provides listings. Ask presenters to bring out the career education aspects of their work.

Thinking:
Observing/Listening

The following films are related to the points of interest referred to in the Opener. Show them as the appropriate point of interest is reached in the "itinerary."

Skill Development

Learning Activities

"The Crater Lake Story," 2nd ed. (ESD collection--16 minutes TRUM-Trumbull Studios, 1967)

"Caverns and Geysers" (ESD collection--14 minutes BAFA-Bailey Film Associates, 1961) Describes the function of underground water in producing caverns and geysers.

"Geysers and Hot Springs" (ESD collection--ten minutes, BAPR-Barr, Arthur Products, 1969) Explains hot spring activity.

"Geological Work of Ice," 2nd ed. (ESD collection--ENBE-Encyclopaedia Britannica, 1960)

Other resources related to the Pacific Northwest study are:

The American Forest: Not to Conquer but to Continue multimedia kit (ESD collection--APAS-American Plywood Association, 1972) Practicing forestry conservation.

"Better Environment through Forestry" (ESD collection--21 minutes BROC-Broadcast, 1972) Careers in the forest industry in Oregon.

"The Columbia River" (ESD collection--11 minutes, CORO-Coronet Instructional Films, 1966) Using the world's largest single source of hydroelectric power.

"Columbia River: Economic Lifeline of the Northwest" (ESD collection--17 minutes BAFA-Bailey Film Associates, 1968) Use of the Columbia for irrigation and water supplies.

"The Great River of the West: The Columbia" (ESD collection--22 minutes MOYM-Moyer, Martin 1961) The importance of the Columbia to early sea and land explorers, fur traders and settlers.

"National Parks: Our American Heritage" (ESD collection--17 minutes BAFA-Bailey Film Associates, 1963) Scenes.

Skill Development

Learning Activities

"Natural Resources" (ESD collection--nine minutes COFI-Counselor Films, 1974) Story of a park ranger's work.

"Peach of a Pear" (ESD collection--20 minutes HDIC-1973) Selection and packaging of fruit for Harry and David's gift packages.

"Natural Resources of Oregon" (ESD collection--SCSE-Science Service, 1966) Slide collection including maps of Oregon forest lands, national forest, soil and water conservation districts.

Books:

Idaho by Allan Carpenter (Chicago: Children's Press, 1968)

Oregon by Allan Carpenter (Chicago: Children's Press, 1965)

Oregon! by Edwin Bingham (Peregrine Smith, 1977)

Washington by Allan Carpenter (Chicago: Children's Press, 1966)

The Beautiful Northwest by the editors of Sunset Books and Sunset Magazine (Menlo Park: Lane Magazine and Book Co., 1970)

The Cascades by Richard L. Williams (NY: Time-Life Books, 1974)

The Northwest Coast by Richard L. Williams (NY: Time-Life Books, 1973)

The Trailblazers by Bil Gilbert (NY: Time-Life Books, 1973)

Grade Four: Resource Management

* * *

Skill Development	Learning Activities
For Gifted Students	Extended Activities
Map and Globe: Interpreting Maps Location	A. Have students do research on transportation of the Pacific Northwest, putting in major airports, railroads, seaports and interstate highways.
Reading: Using Reference Tools Map and Globe: Location	B. Have students research the development of the Hanford atomic plant during World War II. On the map of the Pacific Northwest, students may locate the Hanford plant and the nuclear power plants of the Pacific Northwest.
Map and Globe: Location Thinking: Contrasting and Comparing Mathematics: Graphing	C. On the Pacific Northwest map, have students locate the major hydroelectric dams. Find out how much hydroelectric power the Pacific Northwest generates as compared to the rest of the nation. Make a chart to show the comparison.
Reading: Using Reference Tools	D. Have students research the story of camels being brought into Okanogan as pack animals in the mines. Students might also research the U.S. Army's venture with camels in the Southwest.
Reading: Using Reference Tools Communication: Oral Reporting	E. For students interested in geology, have them do oral reports on some of the many geologic formations in the Pacific Northwest. If possible, help students obtain pictures or slides to illustrate their reports. Students might make collections of Oregon or Pacific Northwest rocks.
Reading: Using Reference Tools	F. For students interested in electronics, have them research the growth of the electronics industry in Oregon. If an electronics plan operates nearby, arrange a field trip for interested students.
For Slower Students Reading: Comprehending Thinking: Applying	G. Find a volunteer mother to help students try using Pacific Northwest fruits in different ways: apples in candy cranberries in candy fruit leather

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Skill Development	Learning Activities
Reading: Organizing Material	21. Provide copies of farm magazines and farm implement brochures. Let students design a collage of farm machinery used in the Pacific Northwest from the giant combines of the Palouse country, to Idaho's potato picking machines, to Hood River's apple polishing machines, to the Willamette Valley's berry and cherry pickers, plus the usual balers, plows, swathers and milking machines.
Thinking: Observing	Make arrangements for students to visit implement dealers and a local farm to see machinery in operation.
Thinking: Observing/Listening	22. Make arrangements for a field trip to a lumber mill. Take special efforts to find out how former waste products, such as bark, are now being used.
Thinking: Recalling	23. When the "trip" has been completed, list the natural resources of the Pacific Northwest by state.
Comparing and Contrasting	Compare the lists of resources to determine similarities and differences. Discuss how these natural resources contribute to the economy and livability of the Pacific Northwest.
	Discuss the ways in which these resources are managed.
Thinking: Recalling Comparing and Contrasting	24. Make a list of products by state, referring to the Pacific Northwest map, the menus and recall of the students. Compare the products.
	Discuss the reasons for the similarities and differences in products. Use a map to show that many geographical features are shared by the three states and to stress that state boundaries are arbitrary boundaries determined by people and may or may not follow natural boundaries.

Skill Development	Learning Activities
SOCIAL ANALYSIS	25. Take a class period for students to give their opinions as to the most desirable place to live in the Pacific Northwest. 26. If students have not selected a project dealing with management of a natural resource, select one now. Look first at the school grounds. Are there any areas of erosion? Areas that could be made more pleasant by cleaning or landscaping? Keep the project within the capabilities of fourth graders, but do not underestimate their capabilities. Ask the high school or college horticulture teacher for help, or a nurseryman. Work with another class or make it a school project. Take before and after pictures. Or get involved in a "Save the ________" project.

Fifth Grade

THE WESTERN HEMISPHERE WAS CLAIMED BY EARLY EXPLORERS FOR SEVERAL EUROPEAN NATIONS

Concepts: Western Hemisphere, European nations, Explorers, Multiple causation, Decision making

State Goal: LEARNER

District Goal: Students will be able to gain a general education with emphasis on skills in reading, writing, speaking, grammar, listening, basic mathematics, and physical and mental health.

Program Goal: Students will be able to develop and apply a variety of intellectual and action skills appropriate to the social studies.

Unit Goal: Students will be able to gather data, analyze them and reach generalizations.

Dimensions of Study:

Explorer	Country Represented	Purpose of Exploration	Dates	Area Explored	Results
Leif Ericson					
Columbus					
Vespucci					
Verrazano					
Cartier					
Hudson					
Cortes					
de Vaca					
Coronado					
de Soto					
Champlain					

Skill Development	Learning Activities
	Opener:
Map and Globe: Location	Obtain enough globes for every group of three students to have one. Direct students to locate the Western Hemisphere. Write "Western Hemisphere" on the board. Direct students to locate the Eastern Hemisphere. Write "Eastern Hemisphere" on the board. With students using globes, have them locate the continents in the Western and Eastern Hemispheres. List continents under the appropriate heading of "Western Hemisphere" or "Eastern Hemisphere." Ask: From which continent did the first explorers to the Western Hemisphere come? Provide students with atlases. Instruct students to turn to a map of Europe. Ask: From which countries in Europe did these explorers come? Write responses on the board.
Thinking: Recalling	1. Ask: Did these early explorers find people in the Western Hemisphere? Who?
Proposing Solutions	How did the first Americans get here? Have students study the globes and maps for possible solutions.
Thinking: Observing/Listening	2. Allow research time to verify or refute students' suggestions of how people reached the Western Hemisphere or show the sound filmstrip "North America Before Columbus" from the kit *Digging Up America's Past* (Washington, DC: National Geographic Society, 1977).
Map and Globe: Location CAREER EDUCATION	On the globes, have students trace the route across the Bering Sea. Discuss the plausibility of this theory, the basis for it. Be sure students understand the work of an archeologist.

Skill Development	Learning Activities
Reading: Using Reference Tools	3. Provide a brief look at the early Western Hemisphere civilizations. This brief look may be accomplished by forming the class into groups to research: the Eskimos North American Indians Indians of Central America Indians of South America or select from the following:
Thinking: Observing/Listening	Digging Up America's Past "North America before Columbus" "Middle America before Cortes" "South America before Pizarro" (Washington, DC: National Geographic Society, 1977) "Aztecs" (ESD collection--11 minutes, CORO-Coronet Instructional Films, 1955) "Hopi Indian" (ESD collection--11 minutes, CORO-Coronet Instructional Films, 1975) "The Incas" (ESD collection--11 minutes, CORO-Coronet Instructional Films, 1961) "Indians of Early America" (ESD collection--22 minutes, ENBE-Encyclopedia Britannica, 1957) "The Mayas" (ESD collection--11 minutes, CORO-Coronet Instructional Films, 1957)
Comparing and Contrasting	Compare and contrast the early civilizations of the Western Hemisphere.
Predicting	Review from fourth grade studies, the reasons for exploration of the Oregon Territory. Guide students in predicting whether the same or different reasons led to the first explorations of the Western Hemisphere.
Thinking: Listening	4. Read the story of the Viking exploration of North America from Famous American Explorers by Bern Keating (San Francisco: Rand McNally, 1972).

Grade Five: Western Hemisphere

Skill Development		Learning Activities
Map and Globe: Location		Distribute desk maps of the world to students. Have them draw in the route Keating thinks the Vikings took.
		Suspend a wire across the room. Begin an explorer timeline using 5" x 8" index cards taped to the wire. Give a brief summary of each explorer's travels and results.
Thinking Comparing and Contrasting	5.	Discuss the conditions which would foster exploration. Relate exploration of the fifteenth and sixteenth centuries to twentieth century exploration of space, the ocean, jungle regions, Antarctica.
Observing/Listening		Show "1492" (ESD collection--54 minutes, MCGR-McGraw Hill, 1965) and/or "The Beginnings of Exploration" (ESD collection--14 minutes, ENBE-Encyclopaedia Britannica, 1965).
Classifying		List the forces behind the move to explore. Compare with the forces today fostering exploration.
Reading: Increasing Vocabulary	6.	Write "navigation" on the board. Discuss its meaning, the knowledge and tools necessary for navigation.
Thinking: Observing/Listening		Make arrangements with a pilot or someone who navigates a boat at sea to demonstrate instruments and techniques used in navigation.
		Discuss why a knowledge of navigation would be necessary for planned exploration.
		Show the film "Navigation: Tool of Discovery" (ESD collection--18 minutes STAF-Stanton Films, 1967).

Skill Development	Learning Activities
	* * *
For Gifted Students	Extended Activities
Communication: Oral Reporting	A. From the librarian, secure a copy of Columbus and the Discovery of America by John Langdon-Davies (Jackdaw packet NY: Grossman Publishers) for use by diligent readers. Have students report to the class on the theories concerning the land in the Western Hemisphere and on Columbus and his ships. Have students compare the maps of Columbus' day with those of today.
Thinking: Comparing and Contrasting	B. Have students research the navigational equipment used by early explorers and compare it to the equipment used today. Students may make a list of pieces of equipment and their use.
Reading: Using Reference Tools	C. Have students look up the story of Estebanico, the first black man in North America who was in de Vaca's party. How is Estebanico's memory preserved in Pueblo ceremonial dances today?
	* * *
Thinking: Observing/Listening	7. Show the film "Christopher Columbus" (ESD collection--16 minutes CHUF-Churchill Films, 1962).
Classifying	In discussing the content of the film, relate the reasons for exploration to the predictions made in Activity 5. Be sure to dispel any notion students may have that Columbus proved the world was round; instead, bring to students' attention that educated people knew the world was round, but some, including Columbus, didn't know the circumference. On students' desk maps, have students draw in the voyages of Columbus. Begin the following chart. Fill in the data for Columbus and the Vikings.

Grade Five: Western Hemisphere

Skill Development	Learning Activities

Explorer	Country Represented	Purpose of Exploration	Dates	Area Explored	Results
Leif Ericson					
Columbus					
Vespucci					
Verrazano					
Cartier					
Hudson					
Cortes					
de Vaca					
Coronado					
de Soto					
Champlain					

Reading: Using Reference Tools Organizing Information	8. Provide time for students to research the remainder of the explorers on the chart. Have students keep notes and a bibliography of materials used.
Map and Globe: Location	Students should put the explorer's routes on their desk maps.
Thinking: Classifying	When research is completed, use the notes and desk maps to fill in the chart.
	The following films may be used as data sources:
Observing/Listening	"Age of Discovery: English, French and Dutch Explorations" (ESD collection--11 minutes, CORO-Coronet Instructional Films, 1956)
	"Age of Discovery: Spanish and Portuguese Explorations" (ESD collection--11 minutes, CORO-Coronet Instructional Films, 1950)

Skill Development	Learning Activities
	"The French Explorers" (ESD collection--11 minutes, ENBE-Encyclopedia Britannica, 1956)
	"The Spanish Explorers" (ESD collection--14 minutes, ENBE-Encyclopedia Britannica, 1965)
Thinking: Comparing and Contrasting	9. Interpret the data gathered on the explorers through questioning: What do you see as you look at the chart and your maps? What differences do you see? Similarities?
Generalizing	What generalization can be made about these explorers?
Thinking: Identifying Problems Proposing Solutions	10. Use one or both of the following kits to provide students with an opportunity to confront the kinds of decisions the explorers faced. Explorers I (ESD collection--SIMI-Simile 2, 1972) Explorers II: The Conquistadors (ESD collection--SIMI-Simile 2, 1972)
	11. Recall from fourth grade the mountain men who came to the West to trap fur bearing animals. Tell students a special group of men--Frenchmen--were the forerunners of the mountain men. These Frenchmen, who became as much at home in the woods as the Indians and were excellent canoeists, were called coureurs de bois--woods runners.
Reading: Using Reference Tools	Divide the class into groups to study some of the coureurs de bois: Etienne Brule Jean Nicolet Pierre Radisson Medard Chouart the Sieur de Groseilliers Louis Joliet Jacque Marquette, a priest Robert Cavelier, Sieur de la Salle Henri de Tonti

Skill Development	Learning Activities
Map and Globe: Location	On the desk maps, have students mark the areas explored by the coureurs de bois.
Thinking: Observing/Listening	Groups should share their information. Encourage students to find pictures of the areas the coureur de bois explored.
Generalizing	Discuss the results of the fur trading and explorations of the coureurs de bois.

* * *

For Gifted Students	Extended Activities
Communication: Oral Reporting	A. Have students prepare a model of a North Woods river with rapids and explain how the birch bark canoe made possible the exploration of the Great Lakes region. Have students describe a portage.
Reading: Using Reference Tools	B. Provide students with the word "boschloper" and have them report to the class on the "boschloper" in American history.
Reading: Using Reference Tools Communication: Oral Reporting	C. Help students find the life story of the Talon brothers and report to the class on their exciting life. Students may wish to make the story into a "movie," a drama or a puppet show.
Reading: Using Reference Tools	D. Give students practice in being toponymists. Provide students with reference materials, among them a good road atlas of the Great Lakes region and eastern Canada. Let them find cities, rivers, lakes and counties named after the coureur de bois. How many places bear other French names? As starters: Eau Claire, Wisconsin Radisson, Wisconsin Joliet, Illinois Flambeau River, Wisconsin Marquette County, Michigan Sault Ste. Marie, Canada Courdreau, Ontario Chapleau, Ontario

Skill Development	Learning Activities
Reading: Using Reference Tools Communication: Oral Reporting	E. Have students make a report on the French influence to be found in present-day Canada, especially in the province of Quebec.
Mathematics: Computing	F. Using an atlas, students may compute the percentage of place names in Quebec which are French in origin.
For Slower Students	G. Have students try making birch bark canoes.
Thinking: Observing Communication: Oral Reporting	H. Students may dramatize Entienne Brule's capture by the Seneca Indians and his pretending to call up a terrible storm.
	* * *
	12. Bring the timeline up to date. Referring to the timeline, desk maps and the chart begun in Activity 7, discuss the claims different countries had on America.
	Ask:
Thinking: Evaluating	Which country had the strongest claim? Why do you think so?
	After discussing the students' opinions and the basis for those opinions ask:
Predicting	What do you think will happen next in this new nation?
	For fun, draw a crystal ball and write the predictions around the crystal ball. Save the predictions for the next unit.

Sixth Grade

TECHNOLOGICAL ADVANCES ENABLE PEOPLE TO EXPAND THEIR ENVIRONMENT AND ADAPT TO IT

Concepts:		
	Environment	Cooperation
	Technology	Resources
	Expansion	Interdependence
	Adaption	

State Goal: CITIZEN

District Goal: Students will be able to assume responsibility for and be accountable for their individual behavior and learning.

Program Goal: Students will be able to understand and apply generalizations and interdisciplinary concepts drawn from the various social sciences.

Unit Goal: Students will be able to apply technology to expanding their sense of the school environment, and adapting to it.

Dimensions of Study:

Environment	Conditions	Problems	Technology Used	Results
Antarctica				
The Oceans				
Space				

Skill Development

Thinking:
Analyzing

Learning Activities

Opener: Ask:

If we were leaving next week for a camping trip, what things would we need to take?

What information would we need before starting?

Record the students' responses on butcher paper and save for use in another activity.

Skill Development	Learning Activities
Map and Globe: Location	1. Display a southern hemisphere map projection. Indicate Antarctica. Ask:
Thinking: Analyzing	If we were going on an expedition to Antarctica, would we need the same items as on a camping trip? What would we need? List the responses.
Recalling	Why do you think we would need these things? As students give their responses, list them on butcher paper, compiling a list of facts the students think they know about Antarctica.
Map and Globe Interpreting Maps	Referring to the map, probe for information students can interpret from the map as to climate, means of reaching Antarctica, shelter needed and available, the terrain.
Thinking: Comparing and Contrasting	Display a northern hemisphere projection. Have students compare the Arctic and the Antarctic. Indicate the list of facts students think they know about Antarctica. Ask: Are there any things we would need to know that are not listed if we were to go to the Antarctic?
Identifying Problems	Compile a list of questions to be answered about Antarctica. Leave sufficient space between questions for students to write in answers as they study the unit. Put the questions in a readily visible location.
Thinking: Comparing and Contrasting Generalizing	2. Place the lists of items needed for the camping trip and an expedition to the Antarctic side by side. Discuss the reasons why the lists differ. Guide students to the generalization that different supplies are required for different environments. Ask: If we were to go to the Sahara Desert, would we need any of the items in our two lists? Which items? Why would this be true?

Skill Development	Learning Activities
	3. Inform students this unit of study will be concerned with three different environments people are now exploring: the Antarctic, the oceans and space. Discuss reasons why people are turning to these areas.
Thinking: Classifying	Direct each student to make two lists in a notebook, one list entitled "Space," one "Oceans." Provide time for students to list the facts they know about space and the oceans.
Thinking: Identifying Problems	4. As a class, make a list of questions students have about space and the oceans as was done for Antarctica. Display these lists of questions where students may readily write in answers as they do their research.
Reading: Using Reference Tools	5. Divide the class into three groups: Antarctica, Space and the Oceans. Explain that all three groups will see all the films shown and hear any resource speakers. Each individual in a group is to keep a notebook. Provide each group with an interest corner to display materials relating to their area of study. Encourage the use of periodicals and newspapers in doing research to obtain up-to-date information. Make arrangements prior to beginning this unit to be on NASA's mailing list. NASA 600 Independence Avenue SW Washington, DC 20546 Plan to rotate two class periods of research with one class period for discussion of findings and presentations of reports.
Thinking: Observing/Listening	6. Show the film "The Most Beautiful Place on Earth" (ESD collection--28 minutes JOUR-Journal Films, 1974).

Skill Development

Learning Activities

After showing the film, bring out the "beauty" of the scientists of twelve nations cooperating in unlocking the secrets of Antarctica. Highlight the fact that during the International Geophysical Year (1961-1962), ten thousand men from twelve nations visited Antarctica, twice as many people as had been to Antarctica in all the one hundred thirty-eight years since its discovery.

Suggested activities for the Antarctica group in addition to researching the questions developed in Activity 1 include:

Reading:
  Using Reference Tools

Classifying

7. Oral reports of Antarctic expeditions. Have students summarize the reports on a chart with at least the following dimensions:

Antarctica

Expedition	Dates of Exploration	Area of Exploration	Methods of Transportation	Shelter	Accomplishments
Scott					
Shackleton					
Amundson					
Byrd					
U.S. IGY					

Reading:
  Using Reference Tools

Thinking:
  Comparing and Contrasting
  Evaluating

8. Research the types of clothing used by Antarctic explorers. Arrange a display of the kinds of clothing worn in the Antarctic. Compare the explorers' clothing with that of the Arctic Eskimos. Which is better for extremely cold temperatures? Why?

Skill Development	Learning Activities
Reading: Using Reference Tools Thinking: Comparing and Contrasting Analyzing	9. Make a mural showing Antarctic plant and animal life. Make another mural showing Arctic plant and animal life. Explain why the Arctic has a greater abundance and variety of both plants and animals.
Reading: Using Reference Tools Thinking: Evaluating	10. Research the feasibility of using the Antarctic as a gigantic deep freeze to store the world's surplus food.
CAREER EDUCATION	11. Make a list of the different jobs done at an Antarctic camp. Beside each job list the qualifications needed.
Reading: Using Reference Tools	12. Learn the body signals used by polar survivors needing help. Demonstrate them to the class.
Thinking: Synthesizing	13. Make a list of "Do's and Don't's" for survival in the Antarctic. Post on the Antarctic display.
Thinking: Comparing Mathematics: Graphing	14. Compare the cost of one of the Antarctic expeditions with the Lewis and Clark expedition. Make a bar graph showing the comparative costs.

* * *

For Gifted Students	Extended Activities:
Reading: Using Reference Tools Communication: Oral Reporting	A. Read the 1959 international agreement for the use of the Antarctic. Report to the class on the provisions.
Map and Globe: Interpretation of Maps (Including Celestial Globes)	B. Explain how a station at the South Pole could be important in the United States space program.
Reading: Using Reference Tools Thinking: Applying	C. Research the nutritional requirements of people in cold temperatures. If the facilities exist or it is possible for students to work with a high school or college biology teacher, they may do research with mice or rats with different temperatures and different diets.
Reading: Using Reference Tools Thinking: Synthesizing	D. Students may design a city for the Antarctic.

Skill Development	Learning Activities
Thinking: Comparing and Contrasting Evaluating	E. Compare the early methods of generating power and heat in Antarctica with the methods used today. Have students debate the issue of the use of nuclear power plants being in violation of the 1959 international treaty provision "Any nuclear explosions in Antarctica and the disposal there of radioactive waste material shall be prohibited. . ."
For Slower Students Thinking: Classifying	F. Have students make a collection of games and hobbies for people to do when stationed in the Antarctic. Have students teach some of the games to the rest of the class.

* * *

Learning Activities 19-25 and 27-37 should be carried on simultaneously with Activities 7-14. Obtain a hydrographic relief globe for use by the Ocean group and celestial and moon relief globes for use by the Space group.

Thinking: Observing/Listening Recalling	15. Show the sound filmstrip "Frontiers in Space and Undersea" (ESD collection--GUIA-Guidance Associates, n.d.). List the practical benefits being derived from ocean and space explorations. Ask students if they can list any benefits not shown in the filmstrip.
CAREER EDUCATION	16. Refer to the list of practical benefits derived from the exploration of space and the ocean. Beside each benefit list the workers who would be involved in producing that benefit.
Reading: Using Reference Tools	17. Show the film "Oceanography" (ESD collection--17 minutes JOUR-Journal Films, 1972). List any scientists shown in the film not on the list made in Activity 16. Direct the Ocean and Space groups to add to the list of careers and find the qualifications necessary for those jobs.
Thinking: Observing/Listening	18. Show any or all of the following to the entire class. Follow up each presentation with a review of the content and the implications for people in the future. Check your ESD instructional media catalogue for recent materials dealing with space and ocean exploration and usage.

Skill Development	Learning Activities
	"Understanding Oceanography" (sound filmstrip, ESD collection--SVED-Society for Visual Education, 1966) Shows what people are doing to utilize the food and mineral wealth of the oceans.
	"The Great Sea Farm" (ESD collection--25 minutes MOTT-Mott Foundation, 1973) Describes the science of sea farming.
	"Conquering the Sea" (ESD collection--25 minutes COLB-Columbia Broadcasting, 1967) Describes the research being done to enable people to live in the sea and use its resources.
	"Exploring the Ocean" 2nd ed. (ESD collection--14 minutes CHUF-Churchill Films, 1972) Explains the plants, animals and food chain of the ocean floor and the changes brought about by pollution.
	In addition to researching to find answers to the questions developed in Activity 4, the following activities are suggested for the Ocean group.
Mathematics: Graphing	19. Construct a large circle graph showing the comparative areas of the oceans to the land masses on the earth.
Reading: Using Reference Tools	20. Make illustrations of equipment used in oceanography.
Reading: Using Reference Tools Mathematics: Charting	21. Plan a tasting party, using only foods from the sea. Make a chart showing the caloric and nutrient values of the foods.
Thinking: Classifying	22. Make a list of the different uses for kelp.
Thinking: Classifying	23. Make a list of the different minerals found in the sea.
Reading: Using Reference Tools Communication: Oral Reporting	24. Research the story of Atlantis. Share the story with the class. Make an illustration to show the group's concept of Atlantis.

Skill Development	Learning Activities
Reading: Using Reference Tools Mathematics: Charting	25. Compare the United States' use of seafoods with other countries such as Japan and Norway. Make a chart showing the foods and the amount per person used in each country researched.
* * *	
For Gifted Students	Extended Activities
Communication: Oral Reporting	A. Have students read Medicines from the Sea by James R. Berry (NY: Grosset and Dunlop, 1972). Have students make a list of the medicines obtained from the sea. Students may make an oral report to the class telling the story behind the discovery of these medicines. Check to see how many of the medicines, such as Keflex or Keflin, members of the class have used.
Reading: Using Reference Tools Thinking: Synthesizing	B. Encourage students to design an undersea city and make a model of it, explaining it to the class.
Communication: Interviewing	C. Have students make arrangements with a scuba diver to come to class to demonstrate the equipment used in scuba diving, to tell of the training needed, the precautions taken when scuba diving and the environment underwater.
For Slower Students Reading: Using Reference Tools Organizing Information	D. Have students prepare an ocean scene using a large cardboard box. Cut off the top and front, put the plants, animals, and undersea environment in place. Cover the top and front with blue cellophane.
* * *	
Thinking: Observing/Listening	26. Show any or all of the following to the class. Following each presentation, discuss the content with emphasis on each achievement in space paving the way for the next achievement. "Space Science: Exploring the Moon" (ESD collection--16 minutes CORO-Coronet Instructional Films, 1969) Traces exploration from Galileo to the first moon landing.

Skill Development	Learning Activities
	"Reaching into Space" (ESD collection--14 minutes INFB-International Film Bureau 1960) Traces space exploration from the Chinese invention of the rocket to 1960.
	"The Flight of Apollo 11-Eagle Has Landed" (ESD collection--29 minutes NASA, 1969) Documents the Apollo space mission.
	"Man Looks at the Moon" (ESD collection--17 minutes ENBE-Encyclopedia Britannica, 1971) Provides a study of the moon with the scientific findings of lunar landings.
	"Space: What Earthly Good" (ESD collection--22 minutes OXFO-Oxford Filing Col., 1973) Shows the practical uses of space achievements on earth.
	Suggested activities for the Space group include:
Reading: Using Reference Tools Organizing Information	27. Make a model of the planetary system across the room. Show space vehicles by those planets to which nations have sent space vehicles. Show men on the moon with a landing module.
Mathematics: Graphing	28. Make a timeline across the front of the room showing important events in space exploration.
Thinking: Comparing Mathematics: Graphing	29. Compare the cost of a space mission with an Antarctic expedition and the Lewis and Clark expedition. Make a bar graph to show the comparisons.
Reading: Using Reference Tools Thinking: Comparing and Contrasting Analyzing	30. Find out what foods astronauts eat while in space. Compare those foods with the foods Antarctic explorers need. Explain any differences.
Thinking: Classifying	31. Collect as many items as possible that are a result of the space program. Make a display of those items.
Reading: Using Reference Tools Organizing Information	32. Make a chart showing America's space accomplishments: (see next page)

Spacecraft	Date	Astronauts	Achievements

Reading: Using Reference Tools Thinking: Analyzing	33.	Do follow-up research on the astronauts to find out what they are doing today. How did their careers as astronauts prepare them for any successive careers?
Reading: Using Reference Tools	34.	Find out who the first women astronauts were and when they entered the space program.
Thinking: Analyzing	35.	Hold a panel discussion for the class on why fewer nations are involved in space exploration than in ocean or Antarctic exploration.
Reading: Using Reference Tools	36.	Make a list of things which can be done better in the environment of space than on earth. Cite the reasons why space offers a better environment for some processes.
Mathematics: Computing	37.	Find the force of gravity on the moon and different planets. Compute the weight of classmates on the moon and on the planets.

* * *

For Gifted Students		Extended Activities
Reading: Using Reference Tools Thinking: Synthesizing	A.	Read Colonies in Space: The Next Giant Step by Frederic Golden (NY: Harcourt, Brace and Jovanovich, 1977) Have students design a space colony. Suspend it in relation to the planetary system in the classroom.
CAREER EDUCATION	B.	Make a list of jobs that will be needed in the space colony. Specify the training and any other qualifications needed. Star those jobs which are not yet in existence.

Skill Development	Learning Activities
Reading: Organizing Information Communication: Oral Reporting	C. Have students read Gifts from Space: How Space Technology Is Improving Life on Earth by L. B. Taylor, Jr. (NY: The John Day Company, 1977) Show students how to make an outline of the book. Let students give an oral report to the class using the outline.
Reading: Using Reference Tools Thinking: Comparing and Contrasting	D. Have students read the December 19, 1966 "Treaty on Principles Governing the Activities of States in the Exploration and Use of Outer Space, Including the Moon and Other Celestial Bodies." Have students present the major provisions of the treaty to the class, comparing it to the 1959 treaty for Antarctica.
For Slower Students	
Thinking: Classifying	E. Let students make models of spacecraft. Have them displayed in the order in which they were used in the space program.
Reading: Using Reference Tools	F. Students may make a collage of student-designed rockets.
* * *	
Thinking: Evaluating	38. When the research has been completed, review the questions the class formulated about space, the oceans and Antarctica. Discuss the answers the students found and any questions which remain unanswered. Do a brief, informal evaluation with the class as to the quality of their research procedures and the answers they gave to their questions. Discuss means of improvement.
Thinking: Evaluating	39. Review the original lists of facts students thought they knew about Antarctica, space and the oceans. Delete any erroneous concepts students feel they listed. Add any new information the students may have gathered.
Thinking: Synthesizing	40. Display the space station, Antarctica and undersea cities which the students constructed. Instruct students to select one of the environments as a future home and to write a story about life in that environment. Encourage students to illustrate their stories and to share them with the class.

Skill Development | **Learning Activities**

Thinking:
Classifying

41. Make the following chart:

Environment	Conditions	Problems	Technology Used	Results
Antarctica				
The Oceans				
Space				

Have students fill in the chart using their notes.

After the chart has been completed, ask:

a. What do you see as you look at the chart?
b. What similarities were there in the problems to be overcome for all the environments?
c. What differences?

Generalizing

Repeat sequences "b" and "c" for "Technology Used" and "Results."

d. What generalizations can be made concerning Antarctica, the Oceans, and Space?

List the generalizations on the board as they are given. Require the students to provide the bases for their generalizations.

Evaluating

When all generalizations have been made, evaluate them for inclusiveness and validity.

SOCIAL ANALYSIS

42. Tell the class that there has been some controversy over the amount of money exploration requires, especially space exploration. Some people feel the program should be discontinued. Let students express their opinions, pursuing their responses with questions such as "Why do you think the program should be continued/discontinued?"

Skill Development	Learning Activities
Thinking: Applying	43. Have students prepare a one page essay on how they personally can use technology to expand and adapt to the school environment.

Seventh Grade

PEOPLE CONSIDER PHYSICAL LOCATION, WEATHER AND CLIMATE, AND AVAILABILITY OF RESOURCES IN SELECTING SITES FOR SETTLEMENTS

Concepts:
- Location
- Weather and climate
- Settlements
- Resources

State Goal: LEARNER

District Goal: Students will be able to gain a general education with emphasis on skills in reading, writing, speaking, grammar, listening, basic mathematics, and physical and mental health.

Program Goal: Students will be able to develop and practice a variety of intellectual and action skills appropriate to the social studies.

Course Goal: Students will be able to gather and apply geographic data to explain how environment influences people's activities.

Dimensions of Study:

Skill Development	Learning Activities
	1. Provide desk atlases for students and several large room atlases.
Thinking: Recalling Map and Globe: Location	Review the meanings of latitude, longitude, grid system. Determine the latitude and longitude of the local area. Select several other locations around the world, determining longitude and latitude. Give the latitude and longitude of a location and have students determine the site.
Map and Globe: Location	2. Provide each student with a piece of grid paper. Give the latitude and longitude of the following cities without revealing the names of the cities. Have the students place dots at the locations, then connect the dots. If correctly done, the outline of South America will be apparent.
	Names of the cities should be determined and written on the students' maps after the continent has been ascertained.

Skill Development	Learning Activities
	Cities: Caracas, Venezuela 10.30°N. 66.58°W. Bogota, Columbia 4.38°N. 116.12°W. Guayacuil, Ecuador 2.16°S. 79.53°W. Callo, Peru 12.80°S. 77.07°W. Santiago, Chile 33.36°S. 70.40°W. Punta Arenas, Chile 53.09°S. 70.55°W. Bahia Blanca, Argentina 38.44°S. 62.16°W. Montevideo, Uruguay 22.50°S. 43.20°W. Rio de Janeiro, Brazil 22.50°S. 43.20°W. Recife, Brazil 8.09°S. 34.59°W. San Luis, Brazil 2.31°S. 44.16°W. Cayenne, French Guiana 4.56°N. 52.18°W. Georgetown, Guyana 7.45°N. 58.04°W.
Mathematics: Computing	3. Obtain a blueprint of the school building. Using metric measure, have students compute: a. Length of the main hall b. The distance from locker #200 to #650 to the room Using a stop watch, time several students walking 50 meters. Compute the average time. Compute the time it would take to walk the distance of the main hall; the distance from locker #200 to the social studies room. Compute the distance between longitude 123°W and longitude 124°W. On an Oregon road map, have the students determine the road distance from the local community to the California border and several other locations in Oregon. Compute the distance between the equator and the Tropic of Cancer.
Thinking: Applying	4. Assign students to construct scale drawings of the floor plans of their homes.
Reading: Increasing Vocabulary	5. Introduce the meaning of cardinal directions. Develop the meaning of the terms such as SE, NW.

Skill Development	Learning Activities
Thinking: Listening	Contact the State or National Forest Service for a resource person to explain the need for explicit direction-giving in fire protection work.
Thinking: Comparing and Contrasting	6. Compare two or more maps of a country or continent. Note the similarities and differences. What accounts for the differences? Compare the maps to the globe. What are the similarities and differences? Why? What are the uses of each type of map?
Map and Globe: Location	7. On an outline map of Oregon, have students locate the following: a. National parks b. National forests c. Ski areas d. Capital city e. Cities over 25,000 population f. Mountain ranges g. Major rivers
Thinking: Applying Map and Globe: Location	8. Pose the following exercise for students: You are on a bicycle trip beginning at our town with stops at __________, __________, ______________, and ____________ before returning home. (Select locations for the blanks.) On an outline map of Oregon, show the following: a. The route you will follow with the distances, the terrain, parks and scenic attractions. b. Where you will spend each night.
Thinking: Applying	9. Provide each student in the class with a different set of latitude and longitude coordinates. Instruct students to locate the site of the coordinates in the desk atlases and to determine the physical and climatic features likely to be found in the area.

Grade Seven: Selecting Settlement Sites

Skill Development		Learning Activities
Evaluating		Have the students present their coordinates, the site they believe the coordinates to indicate and the physical and climatic features they think will be found there. Assign the remainder of the class the responsibility of determining the accuracy of the presentations.
Thinking: Recalling	10.	Using the globe, review with the class the earth's axis, the lines of latitude and the seasons. Using a darkened room, a globe and a flashlight, illustrate the oblique and vertical rays of the sun.
Thinking: Observing Classifying Comparing and Contrasting	11.	Divide the class into five groups: temperature, rainfall, humidity, cloud type and cover, barometric pressure. As a class, keep a weather chart for the duration of the unit. Where possible, have students make their own weather instruments, then compare their data with official Weather Service data.
Mathematics: Graphing	12.	Have students make climographs showing various types of climate.
Thinking: Observing/Listening	13.	Plan a field trip to the nearest National Weather Service center. As one aspect of the trip, have students obtain data for the area's summer and winter weather for the past five years. Discuss the data with a meteorologist as to whether the data indicate a change in climate.
CAREER EDUCATION		Survey the jobs within the National Weather Service. Find out the qualifications needed for work with the Weather Service. Alternate Activity: Ask a meteorologist to come to the classroom for a presentation. Have the meteorologist come prepared to explain the instruments used and the process involved in weather forecasting. Data relating to the summer and winter weather of the area for the past five years should be made available for discussion as in Activity 13.

Skill Development	Learning Activities
	* * *
For Gifted Students	Extended Activities
CAREER EDUCATION	A. Students may research careers available in the field of weather with agencies such as the Navy.
Reading: Using Reference Tools Communication: Oral Reporting	B. Have students research the use of weather satellites and report to the class.
Map and Globe: Location	C. Students may show on a map where the United States maintains weather stations and explain the positioning of these weather stations.
Communication: Interviewing	D. Students may interview a forest ranger to find out how the U.S. Forest Service gathers weather data and how it's used.
	* * *
Thinking: Applying Communication: Oral Reporting	14. Select five cities of varying climatic types in the United States. In small groups, have students determine the climate of each city and discuss how people have adapted to it. Have each group prepare an oral presentation. Compare and contrast the climates, explaining the bases for the similarities and differences.
Thinking: Analyzing	15. Have students plan a three-day outing for late October in a selected region, specifying the type of clothing, shelter and food needed and appropriate activities.
Thinking: Applying	16. Ask: Could weather and climate be considered a natural resource? Support your answer. Let students discuss the question. Ask students to cite locations where weather and climate can be considered a resource. Ask: Why is Ashland more likely to make a success of an outdoor theater enterprise such as the Shakespearan Festival than Florence or Coos Bay?

Skill Development	Learning Activities
Thinking: Classifying	17. Ask: What are some natural resources? List student responses.
Thinking: Classifying	18. Ask: Which of these natural resources are found in Oregon? Place a check beside those resources students designate. Where in Oregon are these resources found? What communities are located nearby?
Reading: Using Reference Tools	19. Assign students to research the settlement of the following: Portland Salem Eugene Coos Bay Medford La Grande Lakeview Pendleton Jacksonville Albany Corvallis Bend
Map and Globe: Location	When students have completed their research, on a large outline map of Oregon have them locate the communities, putting in geographical features and natural resources which influenced their settlement.
Map and Globe: Location	20. Obtain a large map of the community or individual copies for each student. Have students color in the business district, parks, educational facilities and industrial park areas.
Thinking: Evaluating	As students look at their completed map(s). discuss evidence of planning and lack of planning.
Reading: Increasing Vocabulary	Introduce the terms "zoning," "urban growth boundaries," and "planning commission." Determine the meanings through discussion and/or research.

Skill Development	Learning Activities
Thinking: Observing/Listening	21. Obtain a copy of the county land use plan. Make arrangements for a county commissioner or a county planning committee member to come to the class to speak on the history of land use planning in Oregon with special reference to the local county.
SOCIAL ANALYSIS	22. After the presentation on land use planning, depict a planning commission meeting with a subdivision developer, a farmer nearing retirement who owns fifty acres on the outskirts of town, a young couple who have bought the farm next door, a manufacturer looking for a factory site and an ecology-minded family. Discuss how people's views influence their choices on land usage.

Eighth Grade

UNITED STATES HISTORY: AS THE UNITED STATES EXPANDED ITS FRONTIERS AND BECAME MORE INDUSTRIALIZED, IT ASSUMED A POSITION OF LEADERSHIP IN THE WORLD

Concepts:	Expansion	Conflict resolution
	Industrialization	Social control
	World leadership	Dignity of individuals

State Goal: CITIZEN

District Goal: Students will be able to get along with people with whom they work and live, and understand their differences.

Program Goal: Students will be able to understand and apply generalizations and interdisciplinary concepts drawn from the various social sciences.

Course Goal: Students will be able to explain problems brought about by the expansion and industrialization of America.

Dimensions of Study:

Skill Development

Thinking:
Analyzing

Learning Activities

Opener:

Instruct students to list those qualities which they feel make a person an effective leader.

Allow students five minutes to compile their lists.

Create a composite list of leadership qualities. Work through the process of arriving at consensus.

Ask:

Which of these leadership qualities would also apply to a nation seeking to assume leadership in the world? Check those qualities students indicate.

Are there any other qualities a nation would need? List student responses.

* * *

For Gifted Students

Reading:
Using Reference Tools
Organizing Information

Extended Activities

A. Interested students may study the lives of leaders, seeking to identify the characteristics which they held in common. Guide students in structuring their research to look at:

Skill Development

Learning Activities

Birth order
Type of home
Education
Personality traits
Intelligence

Reading:
Using Reference Tools
Thinking:
Comparing and Contrasting

B. Students may read the research on leadership and compare the findings with theirs.

* * *

Thinking:
Evaluating

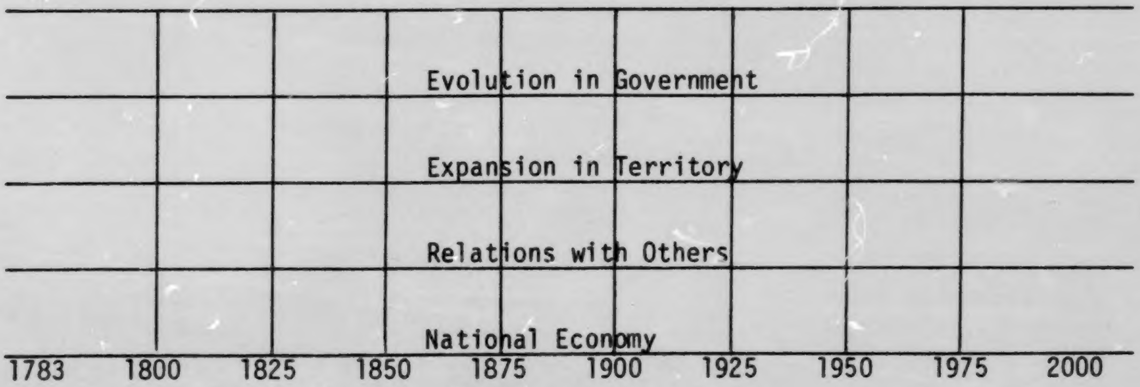
1. Refer to the list of qualities needed by a nation for leadership as determined in the Opener. Discuss which of those qualities the United States possessed in 1783.

Create an analogy between the newly formed states and a newly married couple. Ask students what basic steps the newly married couple must take to set up a home. Steps to be mentioned include:

Expanding into all rooms in the new home or apartment
Taking stock of resources
Determining roles and duties
Establishing relations with neighbors and relatives
Developing a financial structure.

Provide the class with a sheet of butcher paper approximately nine meters long. Have students mark it off as follows:

U.S. History 1783-Today


Evolution in Government
Expansion in Territory
Relations with Others
National Economy
1783
1800
1825
1850
1875
1900
1925
1950
1975
2000

Skill Development	Learning Activities
	Divide the class into four groups, one for each dimension of the study. Explain that all students will study all the time periods on the timeline, but each group will have responsibility for recording information on its dimension of the timeline. Encourage the use of graphics in recording information on the timeline: maps, diagrams, charts, illustrations, graphs
Thinking: Observing/Listening	Show "American Time Capsule" (Rev. Ed.) (ESD collection--three minutes PYRA-Pyramid Publications, 1975) Explain to students that their illustrated timeline will compress many years of history into a nine meter piece of paper.
Map and Globe: Interpreting Maps	2. On the timeline, have the "Expansion in Territory" group draw an outline map of North America, indicating the area settled in 1783. Using a physical relief map, have students make predictions as to where expansion will occur and the routes which will be used.
Thinking: Identifying Problems	Identify problems which may occur if people are allowed to settle in any manner they desire.
Reading: Using Reference Tools	Using textbooks and/or other reference materials, instruct the students to study the Land Ordinance of 1785 and the Northwest Ordinance of 1787.
Thinking: Observing/Listening	Show the film "The Westward Movement I - Settlers of the Old Northwest Territory" (ESD collection--15 minutes ENBE-Encyclopaedia Britannica, 1962). Discuss the contents of the film and information gained from reference materials relating to the provisions the Land Ordinance of 1785 and the Northwest Ordinances of 1787 made for evolution of government and territorial expansion.
Reading: Organizing Information	As a class, outline the major provisions of the Northwest Ordinances. Allow time for work on the timeline.

Grade Eight: U.S. History

Skill Development	Learning Activities
* * *	
For Gifted Students	Extended Activities
Communication: Interviewing	A. Make arrangements for students to visit a surveyor or a forest ranger to learn how the surveying system described in the Land Ordinance of 1785 is used in their work.
Reading: Using Reference Tools	B. Students may research the settlement efforts of The Ohio Company of Associates, John Clever Symmes and the Scioto Company.
* * *	
Thinking: Recalling	3. Review for students the successes and failures of government under the Articles of Confederation and the provisions of the Constitution and the Bill of Rights. Record this phase of evolution of government on the timeline.
Reading: Using Reference Tools Communication: Oral Reporting	4. Direct students into the study of the presidency of George Washington. Select students to prepare reports on prominent persons of the time, their work and views in relation to the new nation. Alexander Hamilton Thomas Jefferson James Madison John Adams James Monroe John Jay Upon completion of the study of Washington's presidency and the oral reports, bring the timeline up to date. The "Expansion in Territory" group should show the addition of new states on the timeline.
Reading: Using Reference Tools Communication: Oral Reporting	5. Allow students time to study the history of the United States during the presidency of John Adams. Select a student to prepare a presentation on Abigail Adams.

Skill Development	Learning Activities
Reading: Using Reference Tools	6. During the study of the period from 1800-1825, any or all of the following may be used in addition to textbooks and other reference materials:
Thinking: Observing/Listening	"Thomas Jefferson: Architect of Liberty" (ESD collection--sound filmstrip GUIA-Guidance Associates, 1974) "Thomas Jefferson" (ESD collection--18 minutes ENBE-Encyclopedia Britannica, 1949) "United States Expansion: Louisiana Purchase" (ESD collection--14 minutes CORO-Coronet Instructional Films, 1957) "The War of 1812" (ESD collection--25 minutes YOUA-Young America Films, 1960) "Westward Growth of Our Nation: 1803-1853" (ESD collection--11 minutes CORO-Coronet Instructional Films, 1959) "Productivity: Key to America's Economic Growth" (ESD collection--28 minutes, SUTH-Sutherland Educational Films, 1965) "The Industrial Revolution" (ESD collection--23 minutes BRIG-Brigham Young University, 1975)
Thinking: Generalizing	In discussing the War of 1812, guide students to the understanding that the War of 1812 marks a definite turning point in the history of the United States: The economy of the United States was forced to take a new direction: the growth of manufacturing. Settlement of the West was accelerated. American agriculture took on new importance and contributed to the westward movement.
Reading: Organizing Information	Allow sufficient time for students to record the many facets of United States history on the timeline for this period.

Grade Eight: U.S. History

Skill Development	Learning Activities
	* * *
For Slower Students	Extended Activities
Map and Globe: Location Communication: Oral Reporting	A. Let students do a presentation on the Erie Canal showing its location, the types of transportation used on it and singing of the song "Erie Canal." "Canals: Towpaths West" (ESD collection--17 minutes INDU-Indiana University, 1960) may be used as a data source.
Reading: Using Reference Tools	B. Students may make drawings for a bulletin board depicting the types of transportation in use during the period of 1800-1825.
Reading: Using Reference Tools	C. Working with the librarian, have students prepare a showing of art of the period.
For Gifted Students Mathematics: Graphing	D. Students may prepare a map with New York City as its center, showing how far one could travel, on an average, during the period of 1800-1825 in one day, two days, up to six weeks.
Reading: Using Reference Tools Communication: Oral Reporting	E. Students may research and prepare a presentation on education in America during the period.
	* * *
Reading: Using Reference Tools	7. Use the pattern of approximately two days research to one day of class discussion and activity for the period 1825-1850. Emphasize the different tenor Jackson brought to the presidency, the moods existing in different sections of the country over the slavery issue.
	The following may be used as resources:
Thinking: Observing/Listening	"The Jackson Years: The New America" (ESD collection--27 minutes LECO-Lincoln Electric Company, 1971)
	"The Jackson Years: Toward Civil War" (ESD collection--27 minutes LECO-Lincoln Electric Company, 1971)
	"The Westward Movement, 4-Texas and the Mexican War" (ESD collection--18 minutes ENBE-Encyclopedia Britannica, 1966)

Skill Development	Learning Activities
Thinking: Observing/Listening	8. Show the film "The Plantation South" (ESD collection--17 minutes ENBE-Encyclopedia Britannica, 1960) to build an understanding of the agriculture and the economics of the pre-Civil War South.
Reading: Using Reference Tools	
Thinking: Classifying	9. Prepare the following chart on ditto for students to complete through research activities:

	Land	Climate	Agriculture	Industry
North				
South				

Comparing and Contrasting	When the research has been completed, use the charts as a data base to compare the North and the South. Extrapolate to the differences in attitudes toward slavery in the North and South.
Thinking: Observing/Listening	10. Show the film "Road to Gettysburg" (ESD collection--54 minutes MCGR-McGraw-Hill, 1970) to document the mood of the nation in 1860.

* * *

For Gifted Students	Extended Activity
Reading: Using Reference Tools Mathematics: Graphing	Students may prepare a graph showing the increase in the numbers of slaves between 1820 and 1860 and the cost of slaves during the same period.

* * *

Thinking: Comparing and Contrasting	11. When the data for the period of 1850-1875 has been recorded on the timeline, compare the results of the War of 1812 with those of the Civil War. Compare the problems of the post-Civil War period with those of the post-War of 1812 period.

Skill Development	Learning Activities
Thinking: Observing	12. Call the students' attention to the fact that the period of 1875-1900 marks the centennial of America's Declaration of Independence. Review the timeline for the periods which show the greatest amount of activity during America's first one hundred years.
Reading: Using Reference Tools	Emphasize the settlement of the West, the growth in population through immigration, the growth of railroads and industry as areas of concentration during research.

* * *

For Gifted Students	Extended Activities
Reading: Using Reference Tools	A. Students may read biographies of some of the industrial giants of the time: Rockefeller, Carnegie, J. P. Morgan.
For Slower Students	
Reading: Using Reference Tools	B. Students may create sketches of some of the inventions of this period of history and display them.

* * *

Reading: Using Reference Tools	13. In addition to the study of World War I during the period of 1900-1925, spend time on the Panama Canal, relations with Canada over the Alaska boundary. Resources include:
Thinking: Observing/Listening	"United States Expansion-Overseas 1893-1917" (ESD collection--14 minutes CORO-Coronet Instructional Films, 1958) "Panama Canal" (ESD collection--17 minutes DISW-Disney (Walt) Productions, 1962) "The Innocent Years" (ESD collection--52 minutes MCGR-McGraw-Hill, 1965) "Mirror of America" (ESD collection--36 minutes NOFI-Norwood Films, 1964) "United States Neutrality, 1914-1917" (ESD collection--17 minutes ENBE-Encyclopedia Britannica, 1967)

Skill Development	Learning Activities
	"World War I--A Documentary on the Role of the United States" (FSD collection--28 minutes ENBE-Encyclopedia Britannica, 1957)
	* * *
For Gifted Students	Extended Activities
Thinking: Analyzing	A. Students interested in battle strategy may be interested in World War One Strategy Game or in developing their own strategy game.
CAREER EDUCATION	B. Students may study important military leaders to determine the qualifications they possess.
For Slower Students	
Reading: Using Reference Tools	C. Students may find World War I songs and play or teach them to the class.
	* * *
Thinking: Predicting	14. When the timeline has been filled in for the 1900-1925 period, discuss the problems the United States is likely to face in the post-war years.
Thinking: Observing/Listening Comparing	15. Show the film "The Hundred Days" (ESD collection--19 minutes ENBE-Encyclopedia Britannica, 1966). Compare the economic conditions after Roosevelt's inauguration with the problems predicted in Activity 14.
Thinking: Listening	16. Read portions of The Grapes of Wrath to students or use the kit The Grapes of Wrath (ESD collection--FILI-Films, Incorporated, 1976) to develop sensitivity to the conditions of the time. Invite two people in who lived through the Great Depression to share their experiences with students.
Reading: Using Reference Tools	17. Guide students into the study of programs under the New Deal such as: TVA-Tennessee Valley Authority WPA-Works Progress Administration Social Security CCC-Civilian Conservation Corps Discuss the effects of the programs on the economy and any lasting effects.

Skill Development	Learning Activities
Thinking: Observing/Listening	18. Show "Hitler: Anatomy of a Dictatorship" (ESD collection--23 minutes LECO-Lincoln Electric Company, 1969) and "Mussolini" (ESD collection--26 minutes MCGR-McGraw-Hill, 1969).
Comparing and Contrasting	Compare the methods of the two men and their effect on world history.
Reading: Using Reference Tools	19. Guide students in the study of events leading to World War II and of the War. Among resources are:
Thinking: Observing/Listening	"FDR: Third Term to Pearl Harbor" (ESD collection--27 minutes MCGR-McGraw-Hill, 1959)
	"World War II: Background and Causes" (ESD collection--16 minutes CORO-Coronet Instructional Films, 1963)
	"World War II-Prologue USA" (ESD collection--29 minutes EMBE-Encyclopedia Britannica, 1956)
	"World War II: 1939-1941" (ESD collection--16 minutes CORO-Coronet Instructional Films, 1963)
	"World War II: 1942-1945" (ESD collection--16 minutes CORO-Coronet Instructional Films, 1956)
	* * *
For Slower Students	World War Two by Robert Hoare (London: Macdonald Educational Ltd., 1978) presents an illustrated history of World War II.
	* * *
Comparing and Contrasting	In interpreting data of the World War II period use maps to compare the scope of World War II to all wars previously fought.
Thinking: Comparing and Contrasting	20. Show "Aftermath of World War II-Prologue to the Cold War" (ESD collection--25 minutes MCGR-McGraw-Hill, 1962). Compare the aftermath of World Wars I and II.

Skill Development	Learning Activities
Reading: Using Reference Tools	21. In the study of the 1950-1975 period, you may wish to have groups of students concentrate on different topics and relate them to the dimensions of the timeline rather than every student attempting to cover the entire period. Topics suggested are: Space Program (Expansion in Territory and Relations with Others as well as National Economy) Strife: Cold War, Korean War, Vietnam War (Relations with Others) Civil Rights Movement (Evolution in Government) Student Unrest (Evolution in Government and Relations with Others) When the timeline has been completed to 1975, guide students in interpretation of it with:
Thinking: Observing Comparing and Contrasting	a. What do you notice as you look at the timeline? b. What similarities do you notice throughout the periods? c. What differences? How do you account for these differences?
Generalizing	d. What trends do you see developing? e. What generalization(s) can you make about U.S. history thus far?
Thinking: Recalling Predicting	22. Let students fill in the 1975 to date portions of the timeline, from recall if they are able. As a class, decide on predictions for the remainder of the century. Allow students to put their predictions on the timeline. As a class prepare a time capsule to be opened by the eighth grade class of 2000. In the time capsule, place the portion of the timeline covering from the present to the year 2000.

Ninth Grade

CIVILIZATIONS TEND TO RETAIN THOSE ASPECTS OF THEIR CULTURE WHICH THEY VALUE. CHANGES MAY OCCUR DUE TO ADOPTIONS FROM OTHER CULTURES

Concepts:
- Culture
- Religion
- Morality
- Resources
- Interdependence

State Goal: CITIZEN

District Goal: Students will be able to get along with people with whom they work and live and understand and regard their differences.

Program Goal: Students will be able to understand and value individual and cultural differences and similarities.

Course Goal: Students will be able to demonstrate an understanding and respect for individual and cultural differences and similarities.

Dimensions of Study:

Nation	Relations with Others	Religion	Customs (Role of women) (Social class)	Agriculture	Industry	Government
Japan						
India						

Skill Development	Learning Activities
Thinking:	Opener:
Observing	Display a family tree, copies of family genealogies, an old family Bible with family records.
Recalling	Discuss hereditary and traditional factors which are passed on from one generation to another.
Synthesizing	Have students design a bulletin board depicting various traditions in their families. Discuss why the families maintain the traditions.
Map and Globe Location	Have students construct family trees. Display the family trees. On a world map, extend ribbons from the countries from which the students'

Skill Development	Learning Activities
	ancestors originated to the corresponding family trees. Discuss if any of the family traditions of students can be traced back to the countries of their ancestors.
Reading: Increasing Vocabulary	1. Write the term "culture" on the board. Ask students what the word means to them. As a class agree on a definition. List factors related to a culture. Among those factors should be included: Customs Religion Family structure Social organization Art Technology
CAREER EDUCATION	Discuss why the study of other cultures is a part of education. Introduce the terms "anthropologist" and "sociologist." Clarify the meanings. Determine the qualifications necessary for work as an anthropologist or a sociologist.

* * *

For Gifted Students	Extended Activities
Reading: Using Reference Tools	A. Students may research the work of specific anthropologists or sociologists.
Communication: Interviewing	B. Let students make arrangements for an anthropologist or sociologist to come to the class for a presentation.

* * *

Map and Globe: Location Interpretation of Maps	2. Display a world map. Ask students to locate Japan and India. From their geographical location, have students compare the two countries. Using land use maps and/or physical relief maps have students determine the amount of arable land in the two countries. Discuss the effect upon a nation of limited agricultural resources.
Reading: Using Reference Tools	3. Organize the class into two groups: Japan and India. Review proper notetaking procedures.

Skill Development

Learning Activities

Either provide the following questions to guide research or obtain them from the students by asking:

To understand a culture, what topics would we need to study?

a. What are the main characteristics of their religion?
b. What customs are followed within the culture?
c. What agricultural products are produced? What methods of agriculture are used?
d. What is the history of industrial development?
e. What pattern has their government followed?
f. What have been their relations with other countries?
g. What are important values for each culture?

Stress that an historical approach should be used in studying the topics.

Students should do individual research. All audiovisual aids and resource persons should be presented to and interpreted by the entire class.

Thinking:
Observing/Listening

Comparing and Contrasting

4. Show the sound filmstrip "Religions around the World" (ESD collection--SVED-Society for Visual Education). Chart the information comparing Hinduism and Shintoism using supplementary references. Discuss the effects of the two religions upon the cultures of their adherents.

Thinking:
Observing/Listening

5. Use a variety of resources for data gathering. Make wide use of periodicals for up-to-date information. Use traditional resources to develop an understanding of the history of the two countries. Invite resource persons who have lived or traveled in India and Japan to share their experiences with the students. Prepare the resource speakers by providing them with copies of the study guide questions.

Skill Development | **Learning Activities**

After a resource speaker, use a question sequence similar to the following:

a. What customs were described?
b. What effect do these customs have on (Japanese, Indian) life?
c. What changes have occurred in customs?
d. What were some of the reasons for the changes?

Repeat the sequence for other dimensions of the study that were covered by the speaker.

Communication:
Interviewing

6. Instruct students as to how to make arrangements for small groups representing India and Japan to do a survey of local businesses to determine the products imported locally from these countries. Variety stores, gift shops, lumber yards, appliance stores, automobile dealers, furniture dealers, service stations and grocery stores should be surveyed for products imported from both countries.

Thinking:
Classifying

Communication:
Writing

Students may record their data on dittoed charts such as the following, then make a composite chart after all data have been collected. Follow up each visit with student-written thank you letters.

Nation	Products	Price Range
India		
Japan		

Thinking:
Comparing and Contrasting

Compare the products of the two countries, discussing the reasons for the differences.

* * *

For Gifted Students | Extended Activities

Communications:
Interviewing

A. Students may interview grandparents as to the Japanese imports of pre-World War II. Other students may search flea markets and attics for pre-World War II Japanese imports and prepare a display.

Skill Development	Learning Activities
For Slower Students Reading: Using Reference Tools	B. Students may simulate Indian and/or Japanese customs, such as a meal or a wedding, for the rest of the class.
Reading: Using Reference Tools Organizing information	C. Students may make and display examples of traditional dress in Japan and India. A bulletin board depicting traditional dress and present-day dress may be made.
Reading: Using Reference Tools Communication: Oral Reporting	D. Students may teach games played in India and Japan to other members of the class.
	* * *
Thinking: Listening	7. Read to students Thor Yamaguchi's The Golden Crane (NY: Holt, Rinehart and Winston, 1967). Ask:
Recalling	a. What happened in the story?
SOCIAL ANALYSIS	b. What were the beliefs of the villagers? c. What were the beliefs of the emperor? d. What were the beliefs of Oji-san and Toshi?
Comparing and Contrasting	e. How do the beliefs held by the Japanese portrayed in The Golden Crane compare with beliefs held by Americans?
Generalizing	f. How do beliefs influence behavior?
Thinking: Analyzing SOCIAL ANALYSIS	8. Instruct students to list the ten things they prize most. Assure students the lists are theirs and need not be shared with anyone.
Reading: Increasing Vocabulary	When students have completed their listing, write "material" and "nonmaterial" on the board. Establish meanings for the terms. Provide time for students to determine for themselves if their lists are primarily "material" or "nonmaterial."

Skill Development	Learning Activities
Thinking: Observing/Listening	9. Show the film "Japanese Boy-The Story of Taro" (ESD collection--20 minutes ENBE-Encyclopedia Britannica, 1963). Instruct the students to watch the film for evidence of values.
Analyzing Comparing and Contrasting	After showing the film, discuss the values depicted. Compare those values with the values students are willing to share and the values students think are held by most Americans.
Reading: Comprehending	10. Provide a variety of newspapers and periodicals which contain articles on Japan and India. Let the students select articles to study, then share with the class, noting any evidence of the values held by the subjects of the articles.
Thinking: Classifying	11. When the students have completed their data gathering, have them summarize their information on a chart, emphasizing that an historical approach be used.

Nation	Relations with Others	Religion	Customs (Role of Women) (Social classes)	Agriculture	Industry	Government
Japan						
India						

	Interpret the data by questioning, such as:
	a. What do you notice about Japan and India from the information on this chart?
Comparing and Contrasting	b. How are these two cultures alike? c. How are they different?
Generalizing	d. How do you account for these differences and similarities?
Thinking: Applying	12. Prepare the information display on pages 8-9.

Skill Development

Learning Activities

Provide students with the information display and a physical features map, including latitude, but no named locations. Provide time for students to read the information on Iran and study the map. Explain that the information given is complete only to about the 1960s. Ask:

Thinking:
Predicting

a. What would you expect to find if you went to this country today? (List responses.)
b. (Select one response.) Why would you expect this to be so?
c. If this is so, what effect will it have on the culture?

Repeat questions "b" and "c" for other responses.

d. Based on the predictions we've made, what generalizations can be made about this country? (List the generalizations students give.)

Reading:
Using Reference Tools

Provide time for the students to determine that the country is Iran and to do research to verify or refute their predictions.

Thinking:
Evaluating

Evaluate the quality of the predictions the students have made by having students match their research findings with their predictions.

INFORMATION DISPLAY

RELATIONS WITH OTHERS	RELIGION	CUSTOMS	AGRICULTURE	INDUSTRY	GOVERNMENT
THIS COUNTRY WAS once one of the world's great empires, influencing both Asian and European cultures. AS ONE OF THE WORLD'S first highly organized states, coinage, a civil service, a postal service and a uniform language were developed. CENTERS OF CULTURE AND learning were created. Its cities and literary artists became world renowned. BETWEEN THE 1200s and 1900s it lost its wealth and power. Until the early 1900s it was a backward nation. DURING THE 1800s AND early 1900s both Russia and Great Britain influenced the country, at times actually controlled it. The two countries controlled the government by 1907 and dominated the country's trade. GREAT BRITAIN, FRANCE and other European countries sent merchants and missionaries.	IN 641 AN INVADING army brought the Islam faith. NINETY-EIGHT PERCENT of the people are of Islam faith. Other faiths include Protestants, Catholics, Jews, and Bahais.	WOMEN HAVE MORE freedom than do women in most Moslem countries. Women have the right to control their own personal property. SOME MEN STILL follow Moslem custom and have more than one wife; however, the practice is declining. PEOPLE SIT ON PILLOWS instead of chairs and eat their meals from a cloth spread on the floor. THE MAIN FOODS ARE rice, bread, cheese and lamb. A great deal of sweetened tea is drunk. SOCCER, BASKETBALL, wrestling, tennis and skiing are enjoyed. They also play a great deal of chess, a game which has been enjoyed for centuries. MANY HOLIDAYS ARE celebrated, most of them associated with the Islamic religion.	MANY OF THE PEOPLE are farmers using primitive methods of agriculture. Wooden plows pulled by oxen are used for cultivation. A WATER SHORTAGE severely limits agriculture. Only about 15% of the land is arable. WHEAT IS THE CHIEF crop and is grown on about half the farm land. Barley, rice, corn, cotton, sugar beets, tea and tobacco are raised as well as oranges, dates, lemons and nuts. SHEEP, CATTLE AND goats are among the livestock raised.	THERE IS LITTLE large scale manufacturing due to a lack of money and raw materials. Government owned factories produce tobacco products, cement, brick, soap, silk and other products. Most of the cotton and woolen mills are privately owned. CRAFTSMAN WORK IN their homes or in small shops. For centuries craftsmen have produced book illustrations, painted miniatures of bone or ivory. Ceramics in the form of tile and pottery are produced. Silverware, jewelry, brass and copper bowls, trays and plates are made, mainly with inlay and mosaic work.	MONARCHY HAS been the form of government since ancient times. The parliament has two houses. THE GOVERNMENT owns businesses and receives a large share of the profits from the oil industry. MEN AND WOMEN over 21 years old may vote. Women have had the right to vote since 1963. ALL MEN BETWEEN the ages of 18 and 28 are required to serve in the armed forces for a period of two years.

RELATIONS WITH OTHERS	RELIGION	CUSTOMS	AGRICULTURE	INDUSTRY	GOVERNMENT
IN THE EARLY 1900s, oil fields were discovered. A British corporation began to develop the oil fields. RUSSIAN, BRITISH AND U.S. troops were in the country during World War II. By 1946 the troops of all three countries had withdrawn.		PUBLIC EDUCATION IS free and education is compulsory for children between the ages of 7 and 13.		LUMBERING, MINING and fishing are among the chief industries. Oil is the leading export.	

Ninth Grade

LOCAL, STATE AND FEDERAL GOVERNMENTAL STRUCTURES HELP PEOPLE TO MEET THEIR NEEDS AND WANTS

Concepts:
Local, state and federal governments
Legislative, executive and judicial branches
Social control
Citizenship

State Goal: CITIZEN

District Goal: Students will be able to understand and practice ideas and ideals that will encourage thoughtful patriotism, an understanding of democratic processes, and willing participation in those processes.

Program Goal: Students will be able to participate in societal activities as individuals, family members and as members of other groups.

Course Goal: Students will be able to explain some services of local, state and federal governments.

Dimensions of Study:

Unit of Government	Legislative Branch	Judicial Brancn	Executive Branch	Citizen Input	Services	How Financed
Local						
State						
Federal						

Skill Development

Thinking:
- Recalling
- Analyzing

Learning Activities

Opener:

Have students compile lists of laws they came into contact with during the past 24 hours. Instruct students to leave a blank line after each law listed. After the list is completed, have the students write beside each law they obeyed, "I obeyed because...."

Skill Development

Learning Activities

Hand out a dittoed sheet with the following chart. Instruct students to refer to their lists of laws and enter each law under the most appropriate heading.

Respect for or fear of authority	Respect for personal safety	Respect for rights of others

1. Select a class "ruler." Confer with the student prior to this activity to provide directions for the class task.

Reading:
Increasing Vocabulary

The "ruler" will assign students to define the following terms:

bicameral
unicameral
legislative branch
executive branch
judicial branch
republic
democracy
suffrage
constitution
politician

Inform the students the "ruler" will issue "free time tokens" based on their hard work and attention to the assignment. Students are to compete against one another to acquire more tokens than their classmates. As the students begin writing definitions for the terms, using references, the "ruler" arbitrarily awards tokens: three to one student, one to another, though no discernible difference exists in the quality or quantity of work. Tokens are taken from one student for talking, but not from another for the same offense. After fifteen minutes have elapsed,

Skill Development	Learning Activities
Thinking: Evaluating	stop the activity. Ask students their reactions to the method of awarding tokens. Discuss the reactions, asking for suggestions. With the students develop rules for the activity. Under the student-developed rules, conduct the activity for another fifteen minutes. Discuss students' reactions under a system of rules. Compare with government and the need for rules or laws.
	* * *
For Gifted Students	Extended Activities
Thinking: Proposing Solutions	A. Students may view the sound filmstrip "Consequences for the Convicted" (ESD collection--GUIA-Guidance Associates, 1973) which depicts the history of punishment from Biblical times to the present. Students may present alternatives.
Communication: Interviewing	B. Have students do a survey of lawyers in the community to determine the ratio of civil lawyers to criminal lawyers. Interviews may be conducted to determine why "Perry Masons" are much more numerous on TV than in real life.
Thinking: Applying	C. Make arrangements with a district elementary school for ninth grade students who are interested in government to help with the elementary school student council.
For Slower Students Thinking: Observing/Listening Applying	D. Show the film "What Liberty and Justice Mean" (ESD collection--11 minutes, DIME-Dimension Films, 1964). After the viewing, have students make a list of rules they consider basic to running the school. Have them compare their rules with those in the school handbook.
	* * *
Reading: Increasing Vocabulary	2. Refer to the students' lists of laws from the Opener. Write the terms local, state, federal on the board. Discuss the meaning of the terms. Have students put an "L" for local beside all laws they listed which they

Skill Development		Learning Activities
Thinking: Classifying		think are local laws, "S" for state laws and "F" for federal laws. After students have designated the types of laws, discuss any laws students couldn't classify. Discuss why all laws do not originate from one source.
Thinking: Applying	3.	Using the terms from Activity 1 and the students' definitions, discuss the terms as they apply to government.
Thinking: Observing/Listening Classifying	4.	Show the multimedia kit Government in the United States (ESD collection--NATG-National Geographic Society, 1976). As information is obtained on local, state and federal government, have students begin to fill in the following desk chart:

Unit of Government	Legislative Branch	Judicial Branch	Executive Branch	Citizen Input	Services	How Financed
Local City or Community						
County						
State						
Federal						

Skill Development		Learning Activities
Reading: Using Reference Tools	5.	Divide the class into four groups: local, county, state, and federal, to do in-depth research on each branch of government. Each group at the end of the course should provide a comprehensive report to the rest of the class on the unit of government it researched. All films and resource people should be presented to the entire class. As data are gathered, students should complete their desk charts which are to be turned in at the completion of the unit.
Organizing Information		Each group should:
		a. Prepare a wall diagram showing the structure of its unit of government.

Skill Development	Learning Activities
Thinking: Comparing and Contrasting	b. Compare the charter or constitution with the United States Constitution. c. Prepare a poster using photographs, showing the present incumbent of each major office. For state and federal governments, only district legislators need to be shown.
CAREER EDUCATION	d. Arrange for at least one official from their unit of government to make a presentation to the class telling the duties and qualifications of the office.
Thinking: Observing/Listening	6. Make arrangements through the county commissioners' office to visit the elections department for a demonstration of voting equipment. The county government group may arrange through the Commissioners' office for a guided tour of the courthouse. Make arrangements for the local government group to attend a city council meeting.
Thinking: Classifying	7. Have each group prepare a list of services provided by the unit of government it is researching. Duplicate the lists and distribute them to all members of the class. Have students check those services they are presently using.

* * *

For Gifted Students	Extended Activities
Thinking: Observing/Listening Communication: Oral Reporting	A. Make arrangements for individual students to spend a day or more with government officials. Have students log the activities of the officials they are observing and report to the class on the work of the government officials they observed.
Reading: Using Reference Tools	B. Students may research the history of Civil Service and the conditions which led to its formation.

* * *

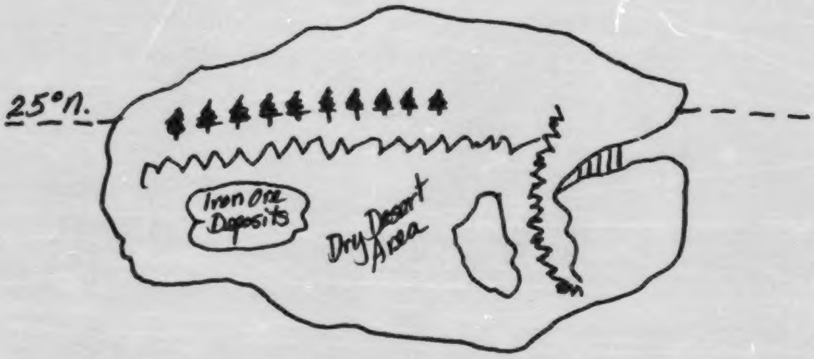
Skill Development	Learning Activities
CAREER EDUCATION Thinking: Observing/Listening	8. Show the film "Is a Career in Government for You?" (ESD collection--15 minutes, LOPA-Lopatin Productions, 1972). After viewing, discuss the occupations to be found in government work. Distinguish between government worker and politician.
Thinking: Listening	9. Schedule the superintendent of schools to explain to the class the organization of the school district, pointing out the similarities in organization with governmental units previously studied.
Thinking: Recalling Applying CITIZENSHIP	10. Review the procedures of voting presented by the elections department of the county clerk's office. Explain to the students they will hold an election in selecting officers for this section of the unit. Organize the class into groups to prepare the ballots, voting booths, ballot boxes and to serve as an election committee. Preparations for the election may be as simple or elaborate as the class and teacher desire. Issues may be put on the ballot, candidates campaign.
Thinking: Observing	11. Reproduce the following chart by ditto, transparency or on the board:

Adult White Male Suffrage

(Need not be a taxpayer or property owner)
1791-1825

Vermont	1791
Kentucky	1792
Tennessee	1796
Maryland	1803
South Carolina	1810
Indiana	1816
Illinois	1818
Alabama	1818
Maine	1820
Missouri	1821
New York	1825

Skill Development	Learning Activities
	On a map of the United States, have students color in the states having white adult male suffrage by 1825. Have students use another color to show the states admitted to the Union by 1825. Ask:
	a. What does the map show? b. Which of the states granting white adult male suffrage were west of the Appalachians? c. Which groups of people were not allowed to vote?
Reading: Using Reference Tools Thinking: Generalizing	d. Research to find when these groups were granted suffrage. e. What generalizations would apply to voting in the United States?
	12. Provide copies of the Oregon Blue Book for each student. Have students find the voting and registration requirements for Oregon.
Communication: Interviewing	Have one student call the county elections clerk for the percentage of registered voters that voted in the last election.
Thinking: Applying Evaluating	13. Enlarge a map of the island below. Tell students the class has shipwrecked on this uninhabited island, with no chance of rescue. Divide the class into three groups. Assign each group to design a government for the island. Share plans for the governing of the island. When all groups have presented, evaluate the plans as to their probability of working.



United States History

UNITED STATES HISTORY: CHANGE IS INEVITABLE IN ALL HUMAN ACTIVITIES; THE RATE AND DEGREE OF CHANGE MAY VARY

Concepts:	Change	Equality-inequality
	Bias	Dignity of individuals
	Perspective	Interdependence

State Goal: INDIVIDUAL

District Goal: Students will be able to examine and use information and apply these skills in decision-making and problem-solving processes.

Program Goal: Students will be able to develop an awareness of self and society's values, and be able to identify individual positions.

Course Goal: Students will be able to recognize and accept change as a part of life.

Dimensions of Study:

Skill Development / Learning Activities

Opener:

Gather a number of textbooks published from the present to thirty or forty years back. Be sure to include some primary readers. Have available one or more copies of The Trailblazers by Bill Gilbert (NY: Time-Life Books, 1973) with pages 21, 28-29, 30-31 and 32 marked. From Of Courage Undaunted by James Daugherty (NY: The Viking Press, 1951) read aloud to the class the following excerpts:

Thinking:
  Listening

page 46, paragraph 1
page 45 to page 57, paragraph 2
page 128 to page 130, paragraph 1

Ask:

Recalling

a. How does the author view the Lewis and Clark party? The Indians?
b. What clues does the author give you as to his views? List the words students provide, rereading passages if necessary. Among the terms listed should be:

savage finery
fierce and splendid image of terror
  out of a nightmare

Skill Development	Learning Activities
	tired men snored like lions forty-five degrees below zero...naked men played hockey lynx-eyed Indians mean-looking Indians the thieves thieving Indians Indian horses were wild and vicious thieving tribes
	Explain to students words such as savage, lynx-eyed are called "loaded" words as they tend to produce a negative emotional reaction.
Analyzing	Show the illustrations in The Trailblazers. Discuss what the illustrations tell about the illustrators as to their knowledge, viewpoints and values.
Comparing and Contrasting	Provide time for the students to browse through the collection of textbooks. Compare the textbooks as to content, such as family structure and illustrations. Discuss why present day textbooks show people of various racial and ethnic groups and men and women doing nontraditional male and female jobs.
Thinking: Observing/Listening	1. Show the film "Bias--A 4-Letter Word" (ESD collection--22 minutes MALB-Malibu Films, 1976).
Analyzing	Following the film, discuss the ways in which our opinions are shaped. Share biases of which the teacher and the class are aware and analyze how they came to have the biases.
	Pose the question to students whether the same bias is ever found in a large segment of a society. If students are unable to cite an example, recount the bias of the Joe McCarthy era against the very term communist and the bias against Orientals prevalent in the late 1800s and early 1900s.
Reading: Using Reference Tools	2. Give instructions for the course, preferably in writing as well as verbally.

Skill Development | **Learning Activities**

Comprehending

Students will select a topic from the list below. They will trace the American history of the topic, using sources from at least three different decades. Each student will be responsible for handing in a notebook containing:

notes on the topic
an outline for a written paper
a written paper complete with footnoting and bibliography

Organizing Information

In addition, each student will prepare an oral presentation, either singly or as a member of a group. The oral presentation will make use of a timeline drawn to a scale of 1 cm. = 4 years for the years 1492 to the present.

Provide students with strips of butcher paper for the timeline. Encourage students to use graphic illustrations on their timelines rather than extensive writing.

Let students select topics from the following list, being sure the starred topics are among those selected. Excepting the starred topics, delete or add topics to meet the needs and resources of the class.

Labor Movement*
Women in America*
Agriculture*
Education*
The Role of the Federal Government*
Religion
Technology
Transportation
Foreign Relations
Armed Forces

Allow ample time for research, providing access to a broad array of resource materials. Encourage students to utilize history books from home, newspaper and periodical files.

* * *

For Gifted Students

Gifted Students should be encouraged to use a wide range of resources and to go into greater depth for their chosen topics than most students.

For Slower Students

Narrow the dimensions of the topics, as for example, Armed Forces might be narrowed to military planes. Encourage the use of visual and auditory aids and resource people. Provide history texts commensurate with the students' reading level.

* * *

Skill Development	Learning Activities
	Set aside a period once or twice per week to hear progress reports and for students to share examples of the different points of view they have encountered on their topics. Spend some time examining materials from particular periods, looking for points of view common to that period.
Thinking: Observing	3. Display a horse-collar or a picture of a horse-collar. Ask:
Analyzing	How did the horse-collar help America grow?
Listening	After the students have expressed their views, share the article "Destiny was Shaped by the Horse Collar" (Oregon Farmer-Stockman June 7, 1979).
	Following the reading of the article, discuss how history might have differed without the horse-collar.
Classifying	List any other seemingly insignificant items which were important in the growth of the United States. One item which should be included is barbed wire.

* * *

For Gifted Students	Extended Activity
Communication: Oral Reporting	A display of various types of barbed wire and a report on its history may be prepared and presented to the class.

* * *

Thinking: Observing/Listening	4. Show "Eye of the Beholder" (ESD collection--25 minutes RSYP-R. Stuart Reynolds Productions, 1955). Following the viewing discuss the content of the film: that perception affects human actions and reactions.
	Assign students to bring examples to class the following day illustrating that "we see what we want to see."

Skill Development	Learning Activities
Communication: Oral Reporting	5. Provide for students to share examples of people seeing what they want to see. Ask:
Thinking: Predicting	What might have been the result if the colonists had seen the Stamp Act as the British did?
Analyzing	What advantages are there to people holding differing views? Disadvantages?
Thinking: Observing/Listening	6. Show "My Country Right or Wrong" (ESD collection--15 minutes LECO-Lincoln Electric Company, 1972). Discuss the reasons for the differences in views between generations and groups within generations. Have students cite differing viewpoints between generations on subjects other than the Vietnam War; e.g., ERA, drugs/alcohol, the draft, land use planning, etc.
Reading: Increasing Vocabulary	7. Write on the board the following terms: Reactionary Conservative Liberal Leftist Radical Discuss the connotations attached to the terms. Use the terms in sentences and discuss the different reactions evoked, such as: Senator Hatwood's a conservative. Senator Hatwood gives a great deal of thought to proposed changes. Write "old maid" on the board. Direct students to list six words which they immediately associate with the term. Share students' word associations. Discuss the development of stereotypes and their use in propaganda. Direct students to bring in examples of stereotyped thinking from resource materials. Share these during the next class period.

Skill Development	Learning Activities
	8. Direct the following question to the males in the class:
	How would you like to go star-gazing some starlit night with a pretty female stargazer?
	Inform them if they were astronomers they might be hard put to find a female astronomer with whom to stargaze. Allow some time for speculation as to the reason for a dearth of female astronomers.
Thinking: Listening	Share "Women Astronomers" by Deborah Jean Warner (Natural History, May 1979) either by providing copies of the article or by reading it aloud to students.
	Discuss the stereotypes of women which defined "women's work."
	Compare women in astronomy with women in other occupations. Were, and are, stereotypes factors?
Thinking: Observing/Listening	9. Show "The American Parade-We the Women" (ESD collection--30 minutes BAFA-Bailey Film Associates, 1974). List and discuss the changes in women's roles since colonial times.
	Other resource materials for the "Women in America" topic include:
	Films:
	"And Everything Nice" (ESD collection--20 minutes BAFA-Bailey Film Associates, 1974)
	"Women's Rights in the U.S.-An Informal History" (ESD collection--27 minutes ALTN-Altana Films, 1974)
	Sound Filmstrips:
	"A Woman's Place" (ESD collection--SCWA-Schloat, Warren Products)
	"Women: Forgotten Majority" (ESD collection--DENO-Denoyer-Geppert, 1972)

Skill Development

Learning Activities

Books:

An Album of Women in American History by Claire R. and Leonard W. Ingraham (NY: Franklin Watts, 1972)

Bloomers and Ballots by Mary Stetson Clarke (NY: Viking Press, 1972)

A Pictorial History of Women in America by Ruth Warren (NY: Crown Publishers, 1975)

The Rights of Women by S. Feldman (Rochelle Park: Hoyden, 1974)

Women in the United States by Barbara Judd and Daniel Josephs (Glenview, IL: Scott, Foresman, 1975)

Women in Modern America: A Brief History by Lois W. Benner (NY: Harcourt, Brace and Jovanovich, 1974)

The Women by Joan Swallow Reiter (Alexandria, VA: Time-Life Books, 1978)

Women at Their Work by Betty Lou English (NY: The Dial Press, 1977)

Women Who Led the Way by David K. Boynick (NY: Thomas Y. Crowell, 1959)

Communication:
Interviewing

10. Have the group researching "Women in America" make arrangements for a panel of women from diverse occupations, including homemaking and mothering, present a discussion on "A Woman's Place." One of the students should act as moderator.

Thinking:
Recalling

Classifying

11. Direct students to list what they think the labor movement has contributed to America. Allow five minutes for students to list contributions.

From the students' individual lists, construct a composite class list. Save this list for a later activity.

Skill Development	Learning Activities
Thinking: Observing/Listening Comparing and Contrasting	12. Show "The Inheritance" (ESD collection--59 minutes MCGR-McGraw-Hill, 1965). Following the showing, discuss the view of America from the perspective of the working class. Ask students to look at America from the perspective of the business person. Compare and contrast the two views. Discuss the basis for the similarities and differences.
Thinking: Observing/Listening	13. Show "The Rise of Big Business" (ESD collection--27 minutes ENBE-Encyclopedia Britannica, 1970) and "The Rise of Labor" (ESD collection--30 minutes ENBE-Encyclopedia Britannica, 1968). After showing of the films, discuss the interrelationships between the rise of big business and the rise of labor, mapping them on the board.
Communication: Interviewing	14. Have a group researching the "Labor Movement" make arrangements for a local labor leader to come to the class to be interviewed on the contributions of the labor movement and its role in the local community. Among the contributions of the labor movement, besides better wages, students should have gathered information concerning the general welfare of Americans. For example: In 1809, the first multiemployer strike occurred by the shoemakers. The union demands included: Ten hour day Restriction of child labor Abolition of convict labor competition Free and equal public education Abolition of imprisonment for debt Exemption of wages and tools from seizure for debt The right of mechanics to file liens on property to secure payment of wages The abolition of home and factory sweatshops

Skill Development

Learning Activities

In 1918, a workers' university was founded in New York, with other universities established thereafter. English, economics, literature, music and unionism were taught.

Education has been an important activity of the International Ladies Garment Workers Union.

In the case of Muller vs Oregon, the U.S. Supreme Court upheld Oregon's ten hour working day for women. This decision became the forerunner of legislation for child labor, women, workman's compensation and maximum hour laws.

Prior to the visit of the labor leader, develop and practice with the class procedures for interviewing.

Thinking:
Comparing and
Contrasting

After the interview with the labor leader, compare the contributions of labor with the contributions students listed in Activity 11.

Some resources on the labor movement include:

Films:

"Labor Movement: The Beginnings and Growth in America" (ESD collection--14 minutes CORO-Coronet Instructional Films, 1959)

"Labor Relations: Do Not Fold, Staple, Spindle or Mutilate" (ESD collection--50 minutes MCGR-McGraw-Hill, 1968)

Sound Filmstrip:

"America's Labor Force" covers six unions (ESD collection--EYEG-Eye Gate, 1971)

Books:

A Brief History of the American Labor Movement (Washington, DC: U.S. Department of Labor, 1970)

Skill Development	Learning Activities
	The Enemy Within by Robert F. Kennedy (NY: Harper and Row, 1960) *The Great Struggle: Labor in America* by Irving Werstein (NY: Charles Scribner's Sons, 1965) *Labor in Action: The Story of the American Labor Movement* by Adrian A. Paradis (NY: Julian Messner, 1963) *Mill Child* by Ruth Holland (NY: Macmillan, 1970) *Workers and Allies: Female Participation in the American Trade Union Movement, 1924-1976* by Judith O'Sullivan and Rosemary Gallick (Washington, DC: Smithsonian Institution Press, 1975)
Communication: Oral Reporting Thinking: Listening	15. Begin the oral presentations. As presentations are completed, display the timelines, one under the other on a large bulletin board.
Applying	After the presentation on farming, allow time for students to become involved in the *Game of Farming* (ESD collection--NSF-National Science Foundation) which deals with farming in Kansas in three different periods of history.
	Upon completion of all presentations, refer students to the displayed timelines. Ask: a. What do you see as you look at the timelines?
Comparing and Contrasting	b. What similarities are there? What differences? c. How do you account for these similarities and differences?
Generalizing	d. What generalization can be made about the phases of American history we've studied? e. Would this generalization hold true for other aspects of American history? Provide an illustration.

Skill Development	Learning Activities
Thinking: Observing Comparing and Contrasting	16. Remind students of the requirement of using sources from at least three different decades in preparing their papers. Discuss any differences students noted in their research regarding a change in bias or perception from one decade to another. Have students cite examples.

People and Society

PRIMITIVE PEOPLES: THE ETHNIC AND CULTURAL HERITAGE OF AN INDIVIDUAL, FAMILY OR GROUP TENDS TO BE MODIFIED BY CONTACT WITH PEOPLE OF A DIFFERENT SOCIAL SYSTEM

Concepts:

Heritage	Needs
Primitive peoples	Rights and responsibilities
Morality	Culture

State Goal: FAMILY MEMBER

District Goal: Students will be able to recognize, understand and survive the changes in themselves and their environments.

Program Goal: Students will be able to understand and regard individual and cultural differences and similarities.

Course Goal: Students will be able to apply the knowledge learned of the effects of contact by primitive peoples with different social systems to personal experiences similar in nature.

Dimensions of Study:

Group	Physical Environment	Food	Shelter	Family Structure	Beliefs Customs	Contact with Others	Results of Contact
Tassadays of Mindanao							
Amazon Tribes of Brazil							
Australian Aborigines							
Bushmen of The Kalahari							
New Guinea Tribes							

People and Society

Skill Development	Learning Activities
	Opener:
Thinking: Observing Recalling	On a world map, mark "Xs" on: Kalahari Desert of Africa Australia Interior Amazon Region of Brazil New Guinea Southern Mindanao
	Ask: What do these five places have in common? If students do not mention that all the locations have primitive groups of people, point out this fact.
Reading: Increasing Vocabulary	Ask: What is meant by the term "primitive people?" Discuss the term thoroughly, noting any evidence of a double meaning, such as: primitive races and primitive cultures are necessarily related.
Thinking: Hypothesizing	Tell students the term "vanishing people" is now being used to describe those formerly referred to as primitive people. Let students hypothesize as to the reasons for the terminology and the accuracy of the term.
	Inform students that the requirements of the course will be: a written review of a book on one of the groups being studied daily work as assigned.
Reading: Increasing Vocabulary	1. Write "anthropologist" on the board. Ask students the meaning of the term.
CAREER EDUCATION	Instruct students to make two lists in their course notebooks: one of the training, including course work needed, to be an anthropologist; one of the personal qualities needed by an anthropologist.

Skill Development		Learning Activities
		Assign students to use college catalogues and other reference materials to verify the accuracy of their lists.

* * *

For Gifted Students		Extended Activities
Reading: Using Reference Tools	A.	Students may study the lives of anthropologists such as Margaret Mead, noting the personal characteristics and comparing them with the lists made in Activity 1.
Reading: Using Reference Tools	B.	Students may read about primitive peoples other than those being studied or about work done in connection with primitive people; for example: The Mind of Primitive Man by Frank Boas (NY: The Free Press, 1938) Witch Doctor's Apprentice by Nicole Maxwell (NY: Collier Books, 1975) Coming of Age in Samoa by Margaret Mead (NY: William Morrow, 1973)

* * *

CAREER EDUCATION	2.	Utilizing the results of the students' research, make lists which the students can agree upon for the training and personal qualities needed by an anthropologist. Discuss closely related occupations such as sociologist and ethnologist.
Thinking: Observing/Listening		Arrange for an anthropologist to make a presentation describing the work of an anthropologist or show "Anthropology: A Study of People" (ESD collection--BAFA-Bailey Film Associates, 1970).
Map and Globe: Interpreting Maps	3.	Display a map of Southeast Asia. Point out New Guinea. Have the students describe the terrain and climate they would expect to find from New Guinea's geographical location and physical relief features.

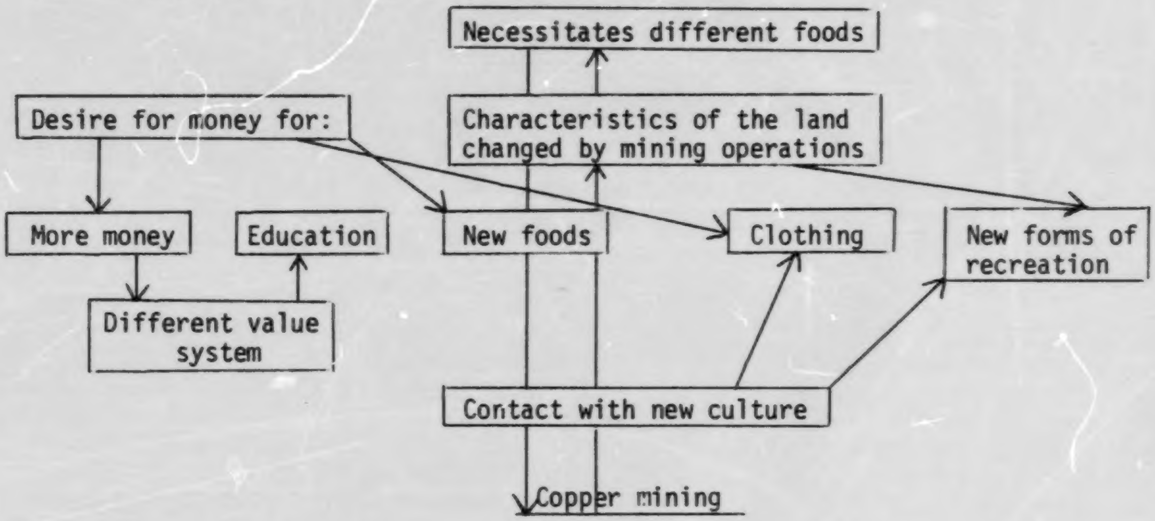
Skill Development	Learning Activities
Thinking: Observing/Listening	4. Show "Dead Birds" (ESD collection--84 minutes MCGR-McGraw-Hill, 1969). As this film is repetitious, not all of it need be shown. Show those portions which cover the dimensions of the illustrative model. Make one large bulletin board into a data retrieval system:

Group	Physical Environment	Food	Shelter	Family Structure	Values/ Customs	Contact with Others	Results of Contact with Others
Tassadays of Mindanao							
Amazon Tribes of Brazil							
Australian Aborigines							
Bushmen of the Kalahari							
New Guinea Tribes							

Skill Development	Learning Activities
	Following the viewing of "Dead Birds," discuss and record data for as many dimensions of the chart as possible.
Predicting	Inform students that rich deposits of copper have been found in the mountains of New Guinea and are now being mined. Ask students to predict the effect of mining operations on the native peoples. Develop a cognitive map of the students' predictions. The map may include: (see chart on following page)

Skill Development

Learning Activities


Necessitates different foods
Desire for money for:
Characteristics of the land changed by mining operations
More money
Education
New foods
Clothing
New forms of recreation
Different value system
Contact with new culture
Copper mining

Thinking:
Observing/Listening

Reading:
Using Reference Tools
Organizing Information

5. Show "New Guinea" (ESD collection--16 minutes MCGR-McGraw-Hill, 1967). Discuss the changes taking place in New Guinea and the probable effects on the remote people.

Assign students to use media center resources to prepare an outline on the primitive peoples of New Guinea. The dimensions of the data retrieval system should be used as topic headings.

Among resources are:

The High Valley by Kenneth E. Read (NY: Charles Scribner's Sons, 1965)

National Geographic publications:

May 1962, Vol. 121:583-637
April 1969, Vol. 135:568-592
July 1969, Vol. 136:148-156
March 1972, Vol. 141:376-409
September 1973, Vol. 144:354-381
July 1977, Vol. 152:124-146

People and Society

Skill Development	Learning Activities
Communication: Oral Reporting Thinking: Classifying	6. Share the information students found in their research of New Guinea primitive peoples, completing the section of the data retrieval chart for New Guinea.
Comparing and Contrasting	Discuss the changes occurring among the tribes. Relate the changes to those changes the students predicted.
Predicting	Assign students to write a one page prediction of life in New Guinea twenty-five years from now.
Communication: Oral Reporting Thinking: Comparing	7. Share the written predictions by having volunteers read their papers. Compare the predictions made by students. Discuss how the students' predictions compare with the history of the American Indian.
Map and Globe: Location Interpreting Maps Thinking: Comparing and Contrasting	8. On a map of South Asia, have the students locate Mindanao. From its geographical location and physical relief indications, have students determine the terrain and the climate. Compare these with the climate and terrain of New Guinea.
Observing/Listening	Show "The Philippines: Island Republic" (ESD collection--16 minutes MCGR-McGraw-Hill, 1968) for verification of the students' determination of the geography and for an overview of life in the Philippines.
Thinking: Listening	9. Explain to the students that on June 7, 1971, a small group of people previously unknown was brought to the attention of the outside world--the Tassadays, numbering about twenty-four people. The Tassadays' isolation apparently was so complete, they had no words for "sea" or "boat." They apparently had never tasted salt or sugar. The first meeting with the Tassadays was covered in a National Geographic special in December, 1971.
Observing/Listening	Show "The Last Tribes of Mindanao" (ESD collection--20 minutes FILI-Films, Incorporated, 1972).
	Assign students to gather information on the Tassadays.

Skill Development	Learning Activities
Thinking: Comparing and Contrasting	10. Discuss the information the students gathered. Fill in the chart for the Tassadays. Ask if the term "vanishing peoples" would be appropriate for the Tassadays. Have students substantiate their responses. Compare the Tassadays to the New Guinea tribes.
Thinking: Observing	11. Display a picture of young, towheaded Aborigines. Vanishing Peoples of the Earth (National Geographic, 1968) page 115 shows seven beautiful youngsters with hair of sunbeams. Let the students discuss the possible origin of these people.
Map and Globe Interpreting Maps	12. Using desk atlases, study the rainfall, vegetation and temperature maps of Australia. Ask: What skills would be needed to survive in the interior of Australia without modern technology? List the responses. Save the list. Assign students to do research on the Aborigines, making an outline of information as in Activity 5.
Thinking: Classifying	13. Share the information students found on the Aborigines, filling in the data retrieval chart as the information is shared.
Comparing and Contrasting	Using the list of skills the students made in Activity 12, match the skills of the Aborigines with the skills the students listed. Compare the Australian government's attitude toward the Aborigine culture with that of the Philippine government toward the Tassadays.
Map and Globe: Location Interpreting Maps	14. Have the students locate the Kalahari Desert. Discuss how the area differs from New Guinea and Mindanao. How would the differences in land and climate affect primitive peoples living there?

People and Society

Skill Development	Learning Activities
Thinking: Observing/Listening Classifying	15. Show "The Kalahari Desert People" (ESD collection--24 minutes NATG-National Geographic Society, 1975). Fill in the data retrieval chart with pertinent information as the film is discussed.
Comparing and Contrasting	Compare the life of the Kalahari Bush people with that of the Australian Aborigines.

* * *

For Slower Students	Extended Activities
Reading: Using Reference Tools	A. Students may attempt to make the tools of the groups studied and display them for the class.
Reading: Using Reference Tools	B. Have students find pictures of the art work of the primitive peoples and make an exhibit.
For Gifted Students	
Reading: Using Reference Tools Map and Globe: Location	C. Interested students may research the location of other groups of people who have been designated as primitive and prepare a map for class display showing the locations of these people.
Reading: Using Reference Tools Communication: Interviewing	D. Students may make a study of the effects of the Alaska pipeline (oil) on the acculturation of the Eskimos. Check the community for people who worked on the pipeline or taught in Bureau of Indian Affairs or State Regional Schools for firsthand information.
Reading: Using Reference Tools Thinking: Comparing and Contrasting	E. Have students study the history of the American Indian and compare the acculturation of the American Indian with the Aborigines of Australia. Yiwara by Richard A. Gould (NY: Charles Scribner's Sons, 1969) covers the attraction of the white man's culture for the Aborigines, and the results.

* * *

Skill Development	Learning Activities
Thinking: Classifying	16. Assign students to do further research on the Bushpeople of the Kalahari. When the research is completed, discuss the findings, adding any additional information to the data retrieval system.
Thinking: Recalling	17. Display a map of Brazil. Ask: What do you know about the Amazon River Basin of Brazil? List the responses and save them. How would life for primitive people in the Amazon Basin be different from life in the Australian outback?
Analyzing	Which of the primitive cultures we've studied would you most expect the Amazon primitives to resemble? Why?
Thinking: Observing/Listening	18. Show "The Xinguana Aborigines of South America" (ESD collection--29 minutes MCGR-McGraw-Hill, 1971). Follow the showing of the film with a discussion of the customs of the Aborigines.
Comparing and Contrasting	Compare these customs with those of other primitive groups studied. Record pertinent data on the data retrieval system. Assign the students to gather more information on the tribes of the Amazon region, paying special attention to the customs. A number of National Geographic articles deal with the Amazon tribes. Among them are: March 1959, Vol. 115:340-363 January 1962, Vol. 121:118-133 May 1964, Vol. 125:737-758 September 1968, Vol. 134:424-444 February 1975, Vol. 147:254-282 The Rivers Amazon by Alex Shoumatoff (San Francisco: Sierra Club, 1978) provides a general overview of the Amazon Basin and its life.
Communication: Oral Reporting	19. Share the information students found. Compare the information with the list students made in Activity 17. Let students evaluate the accuracy of their recalled facts.

Skill Development	Learning Activities
Thinking: Comparing and Contrasting	If pictures are available of the Kraho's log racing, the Suya's distended lower lip and earlobes, have them shared. Fill in the data retrieval chart for the Amazon tribes. Compare the Amazon's primitives with the other groups studied.
	* * *
For Gifted Students	Extended Activity
Reading: Using Reference Tools	Students may be interested in researching the wanton destruction of Amazon natives and the measures the government has taken to protect them.
	* * *
Thinking: Recalling Comparing and Contrasting Generalizing	20. Using the data retrieval chart, do an indepth comparison of the groups studied, arriving at generalizations for each dimension. Suggested question sequence: a. What do you see as you look at the physical environments of these people? b. What similarities are there in the environments of the five groups? c. What differences? d. What generalization can you make regarding the environments of all these people? Record the generalization on the board. Repeat questions "a" through "d" for each dimension of the chart. e. Using the generalizations for each of these dimensions, combine them all into one inclusive generalization. Be sure students are able to substantiate their generalizations.
Thinking: Applying SOCIAL ANALYSIS	21. Discuss the impact of other cultures on the social system and family life of the primitive groups. Discuss the effects on students' social systems and family life as they are exposed--through the media, travel and friends--to different social systems.

Skill Development	Learning Activities
	Instruct students to list ten things they prize. When their lists are completed, have the students put a "P" beside each value their parents also hold. Spend some time hypothesizing about the effect on individual, family and group value systems as technology enables ever-increasing numbers of people to hear and see different value systems. Show the film "The Refiner's Fire" (ESD collection--six minutes DOUB-Doubleday Multimedia, 1968). Pause about two minutes after the showing, then show it again. Ask: What did you see in the film? Make no judgments on the students' responses. Encourage the students to give their impressions regardless of how different they may be from others.
Communication: Oral Reporting	22. Use a class period for students to report on the books they reviewed.
Thinking: Analyzing	23. Assign students to prepare a paper presenting their views on the policy the United States should pursue in relation to the native Eskimos, Indians, and Aleuts of Alaska.

Global Studies

THE THIRD WORLD: KNOWLEDGE OF A CULTURE, NATION OR REGION LEADS TO BETTER UNDERSTANDING AND MAY INFLUENCE POLITICAL AND ECONOMIC RELATIONS

Concepts:
- Third world
- Arable land
- Population
- Ethnocentrism
- Resources
- Interdependence

State Goal: CITIZEN

District Goal: Students will be able to examine and use information and apply these skills in decision-making and problem-solving processes.

Program Goal: Students will be able to understand and regard individual and cultural differences and similarities.

Course Goal: Students will be able to demonstrate a knowledge of selected Third World countries by citing problems which those countries face.

Dimensions of Study:

	The Land	The People	The History	The Economy	The Politics	The Problems
Africa						
East Asia						
South Asia						
Southeast Asia						
Latin America						
Middle East						

Skill Development	Learning Activities
	Opener: Give each student an 8 1/2" x 11" sheet of paper on which is written: "He who never visits thinks his mother is the only cook."
Thinking: Analyzing	Direct students to write their interpretation of the proverb in the space beneath it. Share the students' interpretations.
Reading: Increasing Vocabulary	Write "ethnocentrism" on the board. Develop the meaning, breaking the word into its parts, if necessary. Discuss how the African proverb applies to a study of the Third World. Hand out copies of the following true-false test:
Thinking: Recalling	(F) 1. Africa is mainly jungle with many wild animals. (T) 2. About 80 percent of the average African diet is starch. (T) 3. Africa has the world's highest birth and death rates. (F) 4. The characteristics of tribalism are found only among uncivilized groups. (F) 5. The Chinese economy has always been depressed. (T) 6. About 90 percent of the native peoples of southeast Asia live in rural areas. (T) 7. In Middle East history, politics was a way of expressing religion. (T) 8. During the fifteenth and sixteenth centuries India was considered a land of incredible wealth. (T) 9. Latin America has a large black population. Inform students it will be their responsibility to correct the test during the remainder of the course.
Map and Globe: Location	1. On a world map and the globe have students locate the Third World countries.

Skill Development

Learning Activities

Mathematics: Computing

Using reference materials have students estimate the population of the Third World countries and compute the percentage of world population they comprise.

Hand out to students the following chart:

	The Land	The People	The History	The Politics	The Economy	The Problems
Africa						
East Asia						
South Asia						
Southeast Asia						
Latin America						
Middle East						

Inform students the requirements of the course will be:

a. to work as a part of one of six groups to gather data to fill in one dimension of the chart
b. in conjunction with the group to make a series of overlay maps to show:

average temperature
rainfall
vegetation
population
political boundaries
physical relief

c. visual presentation for each group. This visual presentation may be done

Skill Development	Learning Activities
	in the form of: bulletin boards animated films dioramas murals interest centers sound filmstrips or slides other creative forms
	Form the class into six groups, one for each area represented on the chart. Show all audiovisual materials to the entire class to form a common knowledge background. Have resource persons make their presentations to the entire class.
Thinking: Observing/Listening	2. Show "The Continent of Africa" (ESD collection--15 minutes ACIP-ACI Products, 1966). Discuss the wide variations in the geography of Africa and the meaning this has for the development of the continent. Stress the relationship of the African climate to the low level of protein in the African's diet (statement #2 on the pretest). Few beef cattle can survive the heat, humidity, tsetse fly of the coast and the low annual rainfall and long dry periods of the interior.
Reading: Increasing Vocabulary	Develop the meaning of the "dark continent" as being derived from the inaccessibility of much of Africa due to the unnavigable rivers, many waterfalls and rapids; thus the interior remained "dark" to early explorers.
Thinking: Recalling	3. Ask: When you think of Africa, what products come to mind? List the students' responses.
Observing/Listening	Show "The Economy of Africa" (ESD collection--13 minutes ACIP-ACI Products, 1966). Compare the content of the film with the students' list of products. Relate the economy to the social and political conditions.

Skill Development | **Learning Activities**

Map and Globe:
Location
Interpreting Maps

Illustrate how size and location of African nations affect the economy by locating Zambia. Tell the students Zambia is dependent upon copper for over 90 percent of its foreign income. Have the students measure the distance from Zambia to an African seaport. Compare it with the distance from Kansas City to New York. Discuss the effect of being landlocked on a nation's economy. Have students locate other landlocked nations.

Reading:
Interpreting Graphics

4. Place the following chart on the board:

	Pop. Per Sq. Kilometer of Arable Land
Africa	114
South Asia	645
Latin America	206
East Asia	272
North America	88

Reading:
Increasing Vocabulary

Check to be sure the students understand the meaning of "arable land." Discuss the data on the chart, with the economic implications.

Thinking:
Hypothesizing

Tell students the average age in Africa is approximately eighteen years. Have students develop hypotheses for the low average age (infant mortality, short life span, high birth rate). Have students identify the problems the low average age poses for Africa.

Reading:
Using Reference Tools

Inform students that in addition to a short life expectancy, debility during that short life is frequently the lot of Third World people. Assign students to research the cause, effects and prevalence of:

onchocerciasis, known in Africa as river blindness
malaria
trypanosomiasis
elephantiasis

Allow time for students to share their findings with the class.

Skill Development	Learning Activities
* * *	
For Gifted Students	Extended Activities
Mathematics: Computing	A. It is estimated that for every one percent increase in population an African nation needs a 4.5 percent increase in GNP just to meet basic human needs. Have students compute the economic growth rate needed just to keep even if the population increase is 2.5 percent.
Thinking: Proposing Solutions	B. Have students propose means of bettering the economic conditions of Third World nations. Let students present their proposals to the class for an evaluation of feasibility.
Reading: Using Reference Tools	C. Have students prepare charts comparing the diets of the Third World nations.
Reading: Using Reference Tools Mathematics: Graphing	D. Have students prepare graphs showing the average life expectancies in the Third World nations.
* * *	
Thinking: Evaluating	5. Review the meaning of the term "ethnocentric." Direct students to list on a sheet of paper any concepts they have of Africa which may be ethnocentric. Evaluate the suggestions for ethnocentrism volunteered to the class.
Recalling	Ask: When you think of Greece and Rome, what thoughts come to mind? Discuss the concepts students have of ancient Greece and Rome and of today's Greece and Italy, citing reasons why modern Greece and Italy are viewed as they are.
Observing/Listening	Show "The Ancient Africans" (ESD collection--27 minutes INFF-International Film Foundation, 1970).

Skill Development		Learning Activities
		Discuss the content of the film, comparing it with the students' previously held concepts of Africa.
Thinking: Listening	6.	Arrange to have a presentation made by someone who has been to Africa or a former resident of Africa.
Thinking: Observing	7.	Display travel posters of Asia. Ask: What impressions of Asia are conveyed by the posters? Discuss the students' concepts of Asia. Probe for the origin of the students' concepts.
Observing/Listening Comparing and Contrasting		Show "Asia: A Continental Overview" (ESD collection--14 minutes CORO-Coronet Instructional Films, 1964). Compare the content of the film with the travel posters, noting the date of the film.
Thinking: Observing/Listening	8.	Show "The Ancient Orient-The Far East" (ESD collection--14 minutes CORO-Coronet Instructional Film, 1957). Discuss the influence of religion in India, China and Japan.
Communication: Oral Reporting Map and Globe: Location	9.	Have the group on East Asia give the background information on the Japanese and Chinese civilizations. Develop with the students an understanding of the effect of China's ancient civilization and isolation in hindering communication with other nations while Japan's relatively new civilization and isolation tended to allow Japan to adapt to the modern world and learn from it.
Thinking: Comparing and Contrasting Observing/Listening		Show "The Ancient Chinese" (ESD collection--24 minutes INFF-International Film Foundation, 1973) to emphasize China's ancient history and maintenance of tradition.

Global Studies

Skill Development	Learning Activities
Thinking: Observing	10. Display copies of newspapers and periodicals of 1978-1979 showing Chinese delegations visiting the United States and the Pacific Northwest.
	Discuss the changes in Chinese policy the visits evidence. Assign students to bring in clippings to indicate China's place in world affairs at present.
Observing/Listening Predicting	Show "The People's Communes" (ESD collection--25 minutes TIMF-Time-Life Films, Incorporated, 1974). After discussing China's strides in agriculture, have the students predict future directions China will pursue.
Map and Globe: Location	11. On a world map, have students point out the countries of the Middle East. Explain to students the origin of the term "Middle East."
Interpreting Maps	Using maps, list all the information the students are able to glean about the Middle East.
	If the students do not point out the Middle East's geographical location in relation to Europe and the countries of China and India, do so. Discuss the effect being a crossroads for maritime and overland trade would have on Middle East nations.
	Discuss the effect of Middle East affairs on the United States. Assign students to bring in recent clippings or articles on the Middle East.
Communication: Oral Reporting	12. Share and discuss the students' articles on the Middle East.
Thinking: Observing/Listening Predicting	Show "The Changing Middle East" (ESD collection--25 minutes INFF-International Film Foundation, 1974). Discuss how oil has changed the role of the Middle East in world affairs. Have students predict future developments in the Middle East.

Skill Development	Learning Activities
	* * *
For Gifted Students	Extended Activities
Reading: Using Reference Tools	A. Students may make a timeline showing the wars and military movements which have occurred in the Middle East.
Reading: Using Reference Tools Communication: Oral Reporting	B. Have students do a comparative study of the religions of the Middle East and make a presentation to the class.
	* * *
Reading: Using Reference Tools	13. Assign students to research the lives of recent and present leaders in the Middle East to determine where they were educated. Discuss the effect education outside the country may have on a person's views. Is there any evidence Middle East leaders have been influenced by contact with other cultures?
Thinking: Recalling	14. Review with students the naming of the American Indian, the quest of Europeans for Indian riches. Contrast the fifteenth and sixteenth century image of India with today's image.
Observing/Listening	Show "Farm Village of India: The Struggle with Tradition" (ESD collection--21 minutes CORO-Coronet Instructional Films, 1970). In addition to discussing how tradition complicates changes in farming in India, extrapolate to other areas of life. Pose for the students the Indian tradition of wanting to have children because for poor people children provide pleasure and security with the many problems increasing population is causing. Have students brainstorm means of decreasing population without overt confrontation with traditional or religious beliefs.
Thinking: Hypothesizing	15. Tell students that India's birth rate has actually decreased from the early years of the twentieth century from forty-five births per thousand population to thirty-nine per thousand. Have students hypothesize as to the reasons for the burgeoning increase in

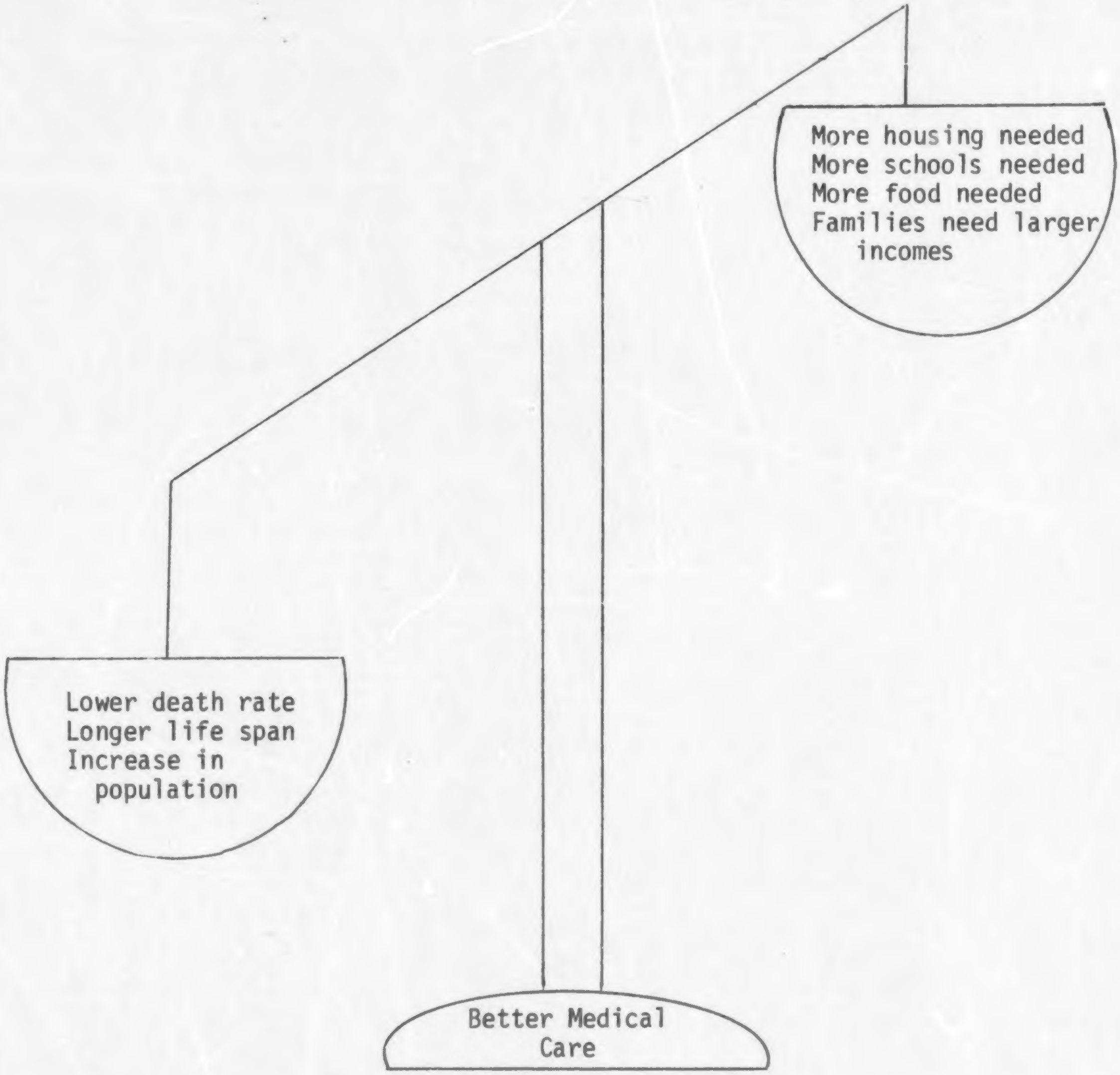
Skill Development

Learning Activities

population. (The death rate has fallen from forty-five per thousand population to fourteen per thousand during the same period.)

Thinking:
  Analyzing

16. Pursuing the hypotheses of the students from Activity 16, have students develop a list of problems which may result from a benefit such as a decrease in death rate due to better medical care. For example:


More housing needed
More schools needed
More food needed
Families need larger incomes
Lower death rate
Longer life span
Increase in population
Better Medical Care

Skill Development	Learning Activities
Map and Globe: Location Interpreting Maps	17. Have students locate the countries of southeast Asia on the map. Discuss the geography of southeast Asia and the role geography would play in the history of the nations. Guide students to noting that nearly every southeast Asia country has a major urban center: Manila, Philippines; Rangoon, Burma; Bangkok, Thailand; Singapore, Malaysia; Saigon, Vietnam; Djakarta, Indonesia. Discuss the implications of the location of these large cities.
Reading: Using Reference Tools	18. Assign students to research the history of the major urban centers of southeast Asia.
Thinking: Identifying Problems	When the research is completed, discuss the effect of major urban centers in nations with a population nearly 90 percent rural. Ask: What problems does the rural-city gap pose for the southeast Asia nations? During the discussion of the problems brought about by major urban centers in predominantly rural nations, the following points should be made: a. The large urban center is usually a result of western colonialism. b. Education, commerce, industry, transportation and the arts tend to be centered almost exclusively in the large cities of the southeast Asia nations. c. Overcrowding occurs due to the lure of jobs bringing in the rural population. d. Trained professionals tend to settle in the metropolitan centers and are reluctant to move to the rural areas. e. The conflict between the traditional and the new is intensified and more visible in the cities.

Skill Development

Learning Activities

Reading:
Using Reference Tools

Thinking:
Classifying

19. Inform students that religion has been cited as one of the most cohesive elements in the southeast Asia nations. Animism, Hinduism, Buddhism, Islam and Christianity are the major religions. Assign students to groups to research the practice of these religions in southeast Asia. As the groups gather data, have them fill in a wall chart.

Religion	Nations Practicing	History	Major Tenets	Relation to Political Activity
Animism				
Hinduism				
Buddhism				
Islam				
Christianity				

Comparing and
Contrasting

When the wall chart is completed, compare the major religions of southeast Asia with emphasis on the effect the religious beliefs have on the peoples' attitudes toward life.

* * *

For Gifted Students

Extended Activity

Reading:
Using Reference Tools

Students may be interested in studying the missionary efforts of the Buddhists as they attempt to establish Buddhism in the western cultures.

* * *

Thinking:
Recalling

Classifying

20. Review the Vietnam War with students. List some of the problems which Vietnam suffered as an aftermath of the war. Classify the problems listed as:

Economic
Conflict of values, customs, mores
Political
Ecological

Skill Development	Learning Activities
	As the problems are classified, guide students to understanding the ramifications a problem may have, using multigrouping procedures, such as: Problem: Thirty to forty thousand war orphans is an economic problem a conflict of mores, with political overtones
Proposing Solutions	Discuss the steps which have been taken thus far to alleviate the listed problems. Discuss other means of solving the problems.
Thinking: Recalling	21. Divide the students into four groups. Provide each group with a piece of butcher paper one meter in length. Have available poster paints. Assign Group I to depict their concept of the geography of Latin America; Group II, the people; Group III, the government and politics; and Group IV, the industries.
Analyzing	Display the completed posters. Discuss the concepts students have of Latin America, noting any evidence of ethnocentrism.
Thinking: Listening	22. Present to the students the purpose and goals of the Alliance for Progress. List at least the following goals of the Alliance for Progress: a. elimination of illiteracy b. decent housing for all c. agrarian reform d. satisfactory labor conditions e. encouragement of private industry f. economic and social development g. reform of tax laws Tell students that only one Latin American nation refused to join the Alliance for Progress--Cuba.
Reading: Using Reference Tools	Assign half the class to research Cuba in relation to the Alliance for Progress goals. Assign the other half of the class to research the Alliance for Progress members in relation to the goals.

Skill Development	Learning Activities
Thinking: Classifying	23. When the students have completed their research, put the following chart on the board, completing the dimensions with data the students gathered.

GOALS OF THE ALLIANCE FOR PROGRESS:

Goals* (Make clear that these are goals of the Alliance for Progress)	Where Cuba Is in Relation to Goal	Where Alliance for Progress Nations Are in Relation to Goal
Elimination of illiteracy		
Decent housing for all		
Agrarian reform		
Satisfactory labor conditions		
Economic and social development		
Reform of tax laws		

*Evanson, Philip. The Third World. West Haven, CN: Pendulum Press, Inc., 1973 (p. 107)

Analyzing	Discuss the reasons for the status of Cuba and the other Latin American nations in relation to the Alliance for Progress goals.
	List some of the positive outcomes of the Alliance for Progress.
Evaluating	Have students share their opinions on Castro's leadership in Cuba.
Map and Globe: Interpreting Maps	24. Schedule time for each group to present its overlay maps and to interpret them for the class, citing the problems and promises they show.

Skill Development	Learning Activities
Communication: Oral Reporting	Using the data the groups have collected and their visual presentations, have each group make a presentation which will allow the observing and listening groups to complete the other five dimensions of their charts.
Thinking: Comparing and Contrasting Proposing Solutions	Interpret the charts for similarities and differences among the Third World nations. Discuss possible means of solving the problems.
Evaluating	As a class, evaluate the quality of work accomplished by the groups. Check the pretest to be sure all students found the correct answers.